"AN ANALYTICAL STUDY OF HIGH ATTRITION RATE OF TEACHING STAFF IN UNAIDED JUNIOR COLLEGES OF MIRA-BHAYANDAR AREA"

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BY

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Sanjay Ganesh Mishra

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LIST OF ABBREVIATION

SR.NO	TERM	ABBREVIATION USED IN THESIS
01	GDP	GROSS DOMESTIC PRODUCT
02	UIS	UNESCO INSTITUTE OF STATISTICS
03	EFA	EDUCATION FOR ALL
04	SDG	SUSTAINABLE DEVELOPMENT GOAL
05	YTD	YEAR TO DATE.
06	LTM	LAST TWELVE MONTHS
07	TTM	TRAILING TWELVE MONTHS
08	HR	HUMAN RESOURCE
09	HRD	HUMAN RESOURCE DEPARTMENT
10	BSF	BOARDER SECURITY FORCES
11	IIM	INDIAN INSTITUTE OF MANAGEMENT
12	JR	JUNIOR
13	BK & AC	BOOK KEEPING AND ACCOUNTANCY
14	SP	SERCETARIAL PRACTICE
15	OC&M	ORGANISATION OF COMMERCE & MANAGEMENT
16	MBMC	MIRA-BHAYANDER MUNICIPAL CORPORATION
17	SSC	SCHOOL SECONDARY CERTIFICATE
18	CBSE	CENTRAL BOARD OF SECONDARY EDUCATION
19	ICSE	INDIAN COUNCIL OF SECONDARY EDUCATION
20	NIOS	NATIONAL INSTITUTE OF OPEN SCHOOLING
21	IGCSE	INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION
22	IB	INTERNATIONAL BACCELAURATE

23	MMR	MUMBAI METROPOLITIAN REGION
24	BED	BACHELOR OF EDUCATION
25	NCTE	NATIONAL COUNCIL FOR TEACHER EDUCATION
26	ICT	INFORMATION COMMUNICATION TECHNOLOGY
27	NCF	NATIONAL CURRICULUM FRAMEWORK
28	BA	BACHELOR OF ARTS
29	BSC	BACHELOR OF SCIENCE
30	TET	TEACHER ELIGIBILITY TEST
31	MED	MASTER OF EDUCATION
32	DED	DIPLOMA IN EDUCATION
33	GST	GOOD AND SERVICE TAX
34	GDP	GROSS DOMESTIC PRODUCT
35	CEO	CHIEF EXECUTIVE OFFICER
36	MD	MANAGING DIRECTOR
37	GR	GOVERNMENT RESOLUTION
38	IT	INFORMATION TECHNOLOGY
40	GER	GROSS ENROLMENT RATIO
41	UGC	UNIVERSITY GRANT COMMISSION
42	US$	UNITED STATES DOLLAR
43	FDI	FOREIGN DIRECT INVESTMENT
44	DIPP	DEPARTMENT OF INDUSTRIAL POLICY AND PROMOTION
45	CHB	CLOCK HOUR BASIS
46	FYJC	FIRST YEAR JUNIOR COLLEGE
47	SYJC	SECOND YEAR JUNIOR COLLEGE

48	MMRDA	MUMBAI METROPOLITIAN REGION DEVELOPMENT AUTHORITY
49	MBMC	MIRA BHAYANDAR MUNICIPAL CORPORATION
50	CA	CHARTERED ACCOUNTANT
51	MBA	MASTER IN BUSINESS ADMINISTRATION
52	CS	COMPANIES SECRETARY
53	MSBSHSE	MAHARASHTRA STATE BOARD OF SECONDARY & HIGHER SECONDARY EDUCATION
54	NOC	NO OBJECTION CERTIFICATE
55	NGO	NON GOVERNMENTAL ORGANIZATION

Chapter 1

INTRODUCTION

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Chapter 1

INTRODUCTION

1.1 Introduction

Indian education system is largest and most complex education system other than china around the world. The Indian education system has its deep roots from the inception of human civilization, the Vedas and Upanishads has thought the way of living, right from the Vedic to the Buddhist era to the present era, all have witness its complexity. This complexity needs to have a balance between the values and ethics of the Indian society along with enriching its diverse culture and heritage through the path of togetherness, harmony and truthfulness. The real value of education is to imbibe in the students the feeling of belongingness to the society through the mantra of humanity.

An educational institution which provides the knowledge and builds all round personality of the students and moulds the youth to shoulder bigger responsibilities towards the society and the nation at large, requires quality oriented, dedicated and knowledgeable staff to make the vision of the organization come true. Teachers are the supreme cherished asset to an educational institution. Education industry being the service industry works in most effective manner with its human resource. Teachers of any educational institution needs to be taken care. They need to be provided with adequate training and development. Allowing teachers to attend the workshops,

conferences, seminars, symposiums, conclaves etc. would not only enhance the skill and the potentials of the teachers but also help the institute with the knowledge that the teachers has gained. In the due course this knowledge is shared and transferred to the students, thus every connected soul with the institute would gain and be in win-win situation.

Teachers' attrition has been an area of concern for all the institutions in the education industry. Teachers leaving the organization creates problems to the smooth functioning, and in the due course hampers the teaching learning process. Attrition has become an alarming problem which needs to be checked for. Attrition creates differences and widens the split among the trainer and the taught.

Teacher attrition causes teacher shortage in the education industry and increases the number of fresher's and inexperience teachers in junior colleges. The teacher attrition can be permanent in nature or temporary, permanent in sense that the teachers leave their full time teaching profession, and get themselves employed in other industry which are unrelated to the teaching field and/or proceed from the teaching profession for new and different fields. Temporary in sense, teachers remain in the teaching field, but change and join other organization for the same teaching job within the teaching industry and/or leave for personal reasons like marriage, family planning, to complete higher education, to shoulder the responsibility towards the family, children education, transferable job of the spouse, in-laws pressure etc… and then return to the teaching profession after definite time.

The study emphasizes on the reasons of attrition from the teachers' point of view, various issues faced by the management of the institution, impact of attrition on academic performance of the students, policies implemented by the junior

colleges and conclusion and recommendation based on the findings. The researcher has got the insights about the study from several pertinent literatures on the topic from the home country and also from other countries study in order to provide further concrete, feasible and effective recommendations.

The researcher believes that an honest and firm effort put forth even in a small-scale research study would help trigger the reason to explore the main reasons of attrition of teachers in the education industry at different levels right from the primary school to the university level. These would further prioritize the need for study at national level by the research organizations as well as by the government bodies and help in formulating strategies and programs for reducing teacher attrition. The researcher would like to reiterate that conducting a national level comprehensive research is of vital importance as the education system in our country is already faced with substantial lack of quality oriented teachers. Such research will significantly contribute in identifying factors for teacher attrition as well as formulating, adapting and implementing strategies to deal with the teachers' shortages. According to research, some of the basic worries and negative consequences of this phenomenon are the following:

1. Junior colleges, especially in the rural remote areas are without qualified and experienced teaching faculty, this causes the increase in students drop out from higher education.

2. The phase of movement of teachers away from teaching profession is a loss to the society and the nation at large. The students are deprived from learning from the experienced and qualified teachers, and the institutions are in a dilemma of recruiting a new teacher.

3. The goal of inclusive and holistic education framed by the Human Resource Development Ministry at national level, is hampered due to this attrition problem.
4. Human resource accounting department has a financial burden of recruiting, selecting, training and developing the new teachers, indeed a costly affair.
5. The pupil-teacher ratio which is already high at the junior college level would further increase due to shortages of teachers and that would consequently affect the quality of the teaching learning process.

1.1.1 Terminologies Used in the Title of the Study

1.1.1.1 An Analytical Study

The word analytical means a systematic and logical interpretation or examination of a particular study or element with careful measurement of proof. Analysis is the process of cutting down of a complex topic or matter into smaller pieces in order to gain a clear understanding of the topic or the substance.

Analytical study is the systematic approach of analyzing the evidences or information readily accessible and to make a critical assessment of the quantifiable. It's a comparative study focused to reach to a relationship between the test hypothesis and the outcome. Analytical studies identifies and quantifies relations, test hypothesis and determines if an association exist between the variables.

(https://www.thefreedictionary.com/analytical+study)

1.1.1.2 High Attrition Rate

If the total number of personnel departing the organization for what so ever reason is high we call that the organization has high attrition rate. It is rate at which the employees tends to depart from the institute at a given period of time. In general parlance attrition rate is defined as, the percentage rate at which something is lost, or is reduced by, over a period. Attrition rate is generally denoted as churn rate. **(https://en.wikipedia.org/wiki/Churn_rate)**

1.1.1.3 Junior Colleges / Senior Secondary Schools

"An educational institution offering a two year course that either terminates with an associate degree or is the equivalent of the freshman and sophomore years of a Four year undergraduate course."

Educational institution that provides 2 years of college level academic, technical and/or vocational training with emphasis on career preparation. In India, generally Junior college either forms a part of the secondary school or a degree college. It is either attached to the secondary school or to the degree college. There are few educational institutions which are given the special permission by the government to start the Junior colleges, as a separate legal entity.

(https://en.wikipedia.org/wiki/Junior_college)

1.1.1.4 "Unaided Institution"

Means a non-granted, private, professional establishment, not being an aided body. It means such institution which do not get any aids from the central, state, local body government for the running of the educational courses. **(Secondary school code)**

1.1.1.5 “Aided Institution”

Means a private, professional, self-financed, educational establishment, receiving repetitive financial aids/funds or assistance in whole or in part from the Central Government or the State Government or from anybody, under the regulation of Central or State Government disbursing grants-in-aid or monetary assistance including a minority institution and those which received concessionary support in the form of land/infrastructure and / or finances from such bodies. **(Secondary School Code)**

1.2 Back Ground of the Study

Education is certainly not an ending practice but lifelong learning, here learning never stops. Education is the growth in an individual’s behavior, positive attitude, approach towards assertiveness, fading of darkness of ignorance and overall a pure soul, which starts right from the mother’s womb and ends in the tomb. Education in real sense is to humanize the concept of humanity and deep root it in the minds of the individual, to make life enlightened, refined and elegant. It is through proper all round and conducive education, that the man develops his ability of thinking and reasoning, problem solving and decision making, intelligence and creativity, positive attitude, talents and skill, moral and ethical values, which makes him more socialize human being.

According to John Dewey, Education is the process of living through a continuous reconstruction of experiences. The development of social, cultural educational, scientific temperament with definite amount of research, logic and reasoning, would help an individual to make sustainable changes in his environment to accomplish his goals.

The main focus of educational process is to develop child's all-round personality and it is the duty of the teachers to provide him with encouraging environment in which the taught is motivated and inspired to get plunged in the ocean of knowledge. In Junior Colleges the students are at their adolescence age, which is very important transition period of life. This slippery age comes with challenges, and troubles both from within as well as from the environment. It is this phase of students' educational life which need to be taken care through effective motivation, proper care, and positive approach through love and understanding. The teachers of the junior college are the guiding forces for the students. They are the one to guide them about their future by providing them career options. The students after giving their grade tenth examination look for someone who can guide them for specialization of the subjects and the stream. At cities and urban areas, to find a career guidance centre is a common sight, but at rural areas it's difficult to find such centre. With lot of pressure and expectation the students somehow select their steam with their subject liking and enter the junior college. They are with confusion and always in a dilemma of their stream selected, if it's the right and best choice for them. It the teachers of the junior college who motivate them, build their confidence, guide them through difficult times, solve their queries, instruct them about the subject selection etc. The teacher has to play different role such as, lecturer, facilitator, counsellor, guide, and philosopher, above all a person to whom the students can trust and look at.

(https://www.toppr.com/bytes/teacher-shortage-in-the-country/)

1.2.1 Adolescence Age

Adolescence is a period that starts at the age of 13/14 years to the commencement of adulthood i.e. till the age of 18/19 years. This is the changeover age from babyhood to maturity, which is witnessed with physical, mental, emotional and psychological changes. These changes are seen, commented and noted by their family members, relatives, peers and teachers. The influence of such groups in turn shape the thinking about their own self personality either positively or negatively. The teacher who deals with such adolescence age group should take utmost care about their interaction with the pupil. Since the researcher was closely associated with the Junior colleges and has gained years of experience in the field, would like to attract the attention of the reader to this adolescence age group of students who are slowly moving towards maturation.

The word **'Adolescence'** is derived from Latin dialect, **adolescence** means **'to raise to maturity.'** The students' transition period of mounting to adulthood includes: bodily growth, where the body structure changes to attain matured adulthood, mental abilities and thinking and the growth of sexual characteristics. Mental development is not just about cognitive abilities and intelligence but also about emotional and social maturity. Talking expressively, juveniles are apparent in their attitudes, conduct, rational wellbeing and evolving status.

Adolescence age is change from late babyhood to self-determining maturity that is the span of ten years marked with sexual growth. A well-known psychologist, Erickson (1959, 1968), refer adolescent age, as period of 'Identity crisis'. Freud (1950), known as Father of Psychology, regarded 'adolescence as the genital stage of Psychosexuality'. Adolescents are somewhat confused mixture,

wavering from the exceptionally critical to the highly emotional. Adolescents are characterised by nervousness, mood swings, misperception/Indecision, laziness, argumentation, anger/bad temper, trialling etc.

The chart displays time spent by an average adolescents on a week day of his junior college or university. We can find that 3.4hours is spent for the education related activities and 3.0 hours for work related activities out of the 24 hour of a day, which counts for only approx. 14% for the educational activities. The teachers of the junior college have to imbibe in them the values, ethics and responsibility within the limited time they are with their educational activity.

(https://en.wikipedia.org/wiki/Adolescence)

(https://www.unicef.org/eapro/Education_for_Adolescents_strategy_framework.pdf)

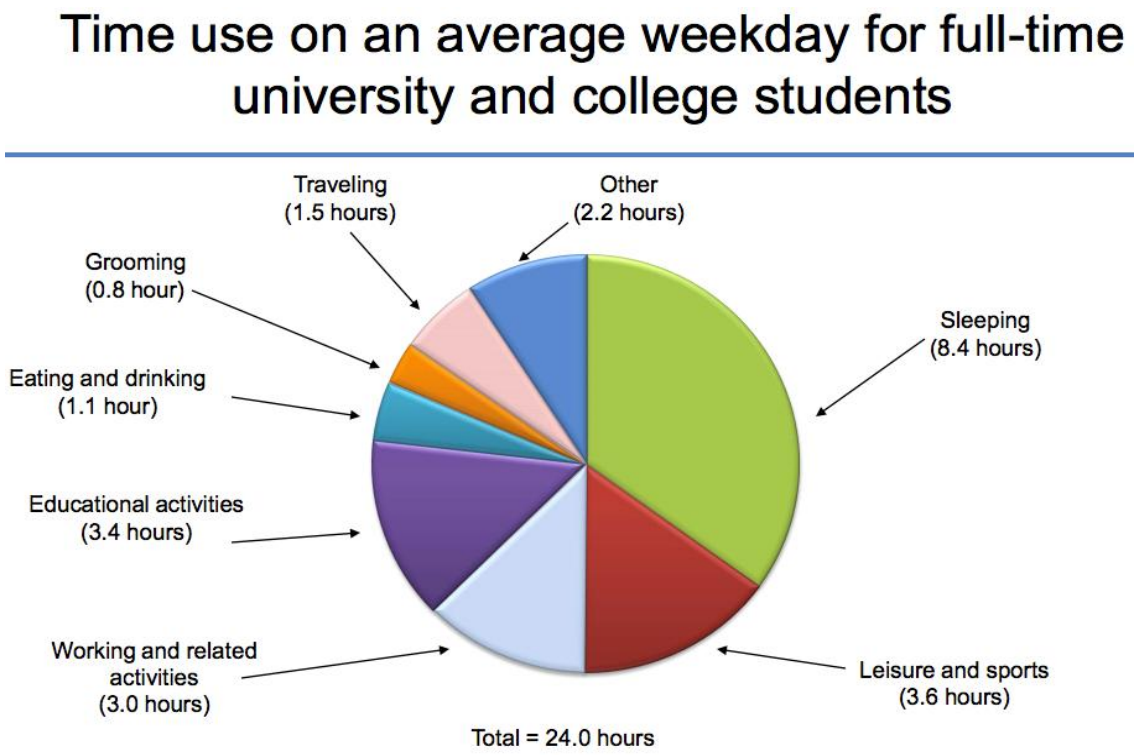


Chart 1.2.1.1: Source: Bureau of Labor Statistics, American Time use survey

(https://www.bls.gov/tus/charts/students.htm)

1.2.2 Junior College Stage

Junior college remains to be a very delicate and sensitive stage of education. The students who get education in this stage are teenagers. Neither they are fully matured to form an opinion and take a decision, nor are they innocent to listen to others. But the phase of learning is critical that constructs and shapes the forthcoming. Good number of students fail to contemplate clearly due of sensitive, gushy and intellectual conflicts. At this point they need someone to whom they can rely upon, so counseling and guidance either from the teachers or from the parents is required. The young learners feel nervous and petrified to express their desires and determinations to their parents and they look to their teachers for that comfort zone. The educational institutions are the best place where they can be guided and moulded so that they become a responsible youth. The students comes from the disciplined school life to a free atmosphere, where new teaching methodologies are adopted. The students have to face new challenges from the new environment.

These students when they enter the junior colleges phase seem to be very rough in their behavior, they feel they are free and without any restriction to be imposed upon them. They feel as they have got wings and try to fly in their own direction. They are distracted from their studies, due to peer group and imitating life style of their seniors. Majority of the students don't have their control over their behavior and communication. A slight indifferent attitude of the teaching staff towards them, makes them worst in their thinking and behavior.

(https://en.wikipedia.org/wiki/Junior_college)

1.2.3 Role of the Teacher - Vijayan, A. (June 2013)

The college teachers have to play a vibrant protagonist in moulding the behavior and character of the students on one hand and the curriculum transaction on the other hand. Here, the balanced personalities of the teachers who involve themselves in training the young minds in realizing the goal of their future, play an important role. A teacher can be a friend off the class hours, who can help the students by counseling them, helping them solve their problems; advising them to be a good human being. A teacher can guide the students to discovery their own path in life, discuss with them future prospects and the nature of jobs one can get after studies. This can help the student find a path through a messy future dilemmas. A teacher is the guiding force who enlightens the path of his taught to make them comprehend the life's ups and downs. The trainer can do miracles in the pupils' life by making them release the facts of life through shared experiences. The only outcome that the teachers looks in his learners is that they take life positively, assertively and accept the challenges of life. Just not run away from it rather face the hardship and be a shining rock. An educator is far-reaching only when he plays varied role of a colleague, escort, philosopher etc.

A teacher's main purpose of teaching should not be creating students in his own image, but to develop students in such a way who can create their own image.

1.3 Attrition - McQuerrey, L. (March 2018)

Attrition is the practice, where the personnel of the organization leaves the work place either due to dissatisfaction, termination, better prospects, retirement and/or otherwise. Attrition is a grave problem, as it creates difficulty in the efficient & effective operation of the institute. The disturbance in the institute is foreseen and

sensed among the other employees, the efficiency of the organization decreases resulting in down fall and decrease in the corporate image.

Attrition in human resources refers to the steady loss of workforces over time. Attrition brings financial losses and is a costly affair. Right from hiring the HR expert consultancy firm, advertising in the news media the job positions, selection, recruitment, training of personnel's etc. all this makes holes in the pockets of the management. Additionally, regular employee turnover forbids the institute from snowballing its collective knowledge base & capabilities of human assets.

Attrition rate is calculated by dividing the number of workforces who leave in a given year by the total number of positions in the institute. Attrition in an organization is measured with a metric called attrition rate. It measure the score of personnel's departing from the institute due to voluntary resigning or termination, death, retirement or laid off by the company. Attrition Rate is also denoted as churn rate or turnover.

(http://smallbusiness.chron.com/employee-turnover-vs-attrition-15846.html)

1.3.1 Origin of Term Attrition

The term attrition has its origin back dated from the 14th century where it was used with the context of the study area.

In Middle English *attricioun* it was used in the scholastic theology for the "sorrow of sin or commitment of wrong deed, merely out of punishment or a sense of shame.

In Medieval Latin: attrition was the act of rubbing together- friction.

In Latin: attritio: the act of weakening or draining by constant harassment, abuse, or attack.

The Americans used it as the process of reducing something's strength or effectiveness through sustained attack or pressure.

The term attrition was and is used in different field and study in different ways but the core meaning remains the same. Few references of the term attrition is given as follows:

Management (HRM): reduction in the size of employees/workforce.

Military: strategy of wearing the enemy with material and personnel's.

Medicine: reduction of accomplices during the experiment.

Dental: loss of tooth arrangement with external force.

Erosion: eroding of rocks at the sea bed due to currents.

Customer Attrition: loss of the clients/customers to the competitors or substitutes.

The term attrition is used from centuries in different fields with context of study. Its reference is with certain loss, be it due to friction, or erosion, of external force or resignation or material loss or even the loss of one's attitude, fame or goodwill. Attrition is the word of concern, the area where the management needs to discuss and find solution to the problem. The management of the organization related with a particular area of study has to find factual reasons of the problem, define and understand the problem and through research and data analysis reach to the conclusion. The

suggestion and recommendation provided after the detailed investigation needs to be implemented.

(http://www.dictionary.com/browse/attrition)

1.3.2 Attrition Rate Formula

Attrition rate denotes the degree (percentage rate) at which personnel's departs from the institution. Attrition rate can be calculated as:

Attrition Rate (%) = (Number of departures or separations annually / Average Number of employees across the year) * 100

Attrition rate gives an essence of scores of staff members separating from the institute at particular point of time

1.3.2.1 Fresher attrition

Attrition among the fresher's, here means that the fresher's who join the company, leaves the organization within one year. As such they use the organization as a catalyst in order to gain added impetus or gain a hands on activity experience.

1.3.2.2 Infant mortality attrition

Though the terminology is used with reference to population, but here it refers to percentage of employees who leaves/left within one year. This indicates the adaption of the people with ease with the company.

1.3.2.3 Critical resource attrition

The critical resource attrition is explained as the loss of strong hands from the organization. The employee handling key position in the company leaves the organization. It's a big setback to the company. For example the CEO of the organization suddenly puts his paper.

1.3.2.4 Low performance attrition

It refers to those employees who leave the organization due to their low performance, as such they feel that they do not match the standard of the company.

(https://www.mbaskool.com/business-concepts/human-resources-hr-terms/1772-attrition.html)

(http://shodhganga.inflibnet.ac.in/bitstream/10603/25024/2/c3.pdf)

1.3.3 How to Calculate Attrition Rate

The corporate houses uses different formulas in which the attrition rates can be calculated. There are two methods at arriving at a percentage or a number in regards to attrition of the employees in an organization, they are the LTM (last twelve months) and YTD (year to date).

Though the fiscal year runs from April to March for the corporate house in India, but it's not advisable to wait with a problem and aggravate it for whole of a year, also the competition and factors of external environment demands solution at faster rate. Often updates are needed by the top management on quarterly or monthly basis.

(https://hr3by2.wordpress.com/2014/10/15/ltmytd-and-all-that-basic-employee-turnover-calculation/)

(https://www.wikihow.com/Calculate-Attrition-Rate)

1.3.3.1 Last Twelve Months (LTM)/Trailing Twelve Months (TTM)

This method work on a rolling rate principle, where the attrition rate for N number of months in the current fiscal year can be found using the attrition formula for previous year (twelve months). Let us calculate the attrition rate for the month of September 2017, but from April 2017 to September 2017 its only 6 month, so we use the formula of LTM to find the attrition rate.

LTM attrition for September 2017 = Number of separations/departs from October 2016 to September 2017.

The main advantage of LTM is that, there is no assumptions, the calculations is always on actual information available.

1.3.3.2 Year to Date (YTD)

In this type of calculation, the attrition rate is calculated on going rate and extrapolates it for the rest of the year. For example, the attrition of the month of March 2017 is 3%, which mean the attrition will be calculated at 3% for each month, which comes to 36% for the year which is very high for the organization. Generally, on YTD basis, extrapolate is for 4 quarters i.e., 3 month multiplied by 4. YTD calculation is on estimation basis, however it is established on the current data available and does not have any impact of the past with the current. The decisions taken under this YTD is purely on the current scenario, and focuses on the present.

The calculations of the LTD and YTD have their followers and users. In general parlance LTD levels present a broader picture in more realistic manner, whereas YTD is a better measurement of short term phenomenon.

In calculating the attrition rate, both the employees are considered, the ones who are permanent and the ones who are on the probationary basis (Temporary). Attrition is calculated on all the employees who depart or separate from the organization, whatsoever the reason be. Further the calculation can be elaborated as Monthly Attrition Rate, Annual Attrition Rate and Annualized Attrition Rate.

Understanding attrition rate is very important, for planning for the selection recruitment process. The HR managers need to fill in the position for the departments where the positions are vacant. If such positions are of critical strategic importance, then it cannot be left vacant for long period of time.

Let the management understand the grave issue of attrition and ask themselves a question that **"Why rate of attrition is higher in our organization than other company?"** Earlier attrition was never considered as a grave problem, nor was it given the importance. But now the time as changed, company started calculating the loss caused by attrition, the cost involved in recruitment, selection, and then training and development all adds to the financial expenditure. The company cannot afford to lose its best employee to competitors. The concept of exit interview were introduced to know the exact reason from the employee's mouth. The task of HR managers is to note the reason and if possible to find a solution to fix such problems. If the problems is really grave and had caused attrition in the past too then they have to at times talk to the top management and discuss for revising their policies. There can be a no of reasons for attrition, but to know the problem and fix it at its earliest is the role of HR managers. We have heard about

down fall of KINGFISHER AIRLINES, and the problems faced by the employees - nonpayment of remunerations for almost half a year, nearly 40% of its workforce resigned between March 2012 and September 2012. The strength of the employees decreased drastically from 6185 to 3766 in a period of six month. Nonpayment of salaries was the only reason for the employees to quit their jobs from Kingfisher airlines.

(http://www.whatishumanresource.com/attrition)

1.3.3.3 The table showing the Attrition rate (in percentage) at selected sample colleges for the academic year 2017-18.

Sr. No	Name of the college	Teaching staff as on 01/06/2017	No of teaching staff departed during 2017-18	Teaching staff as on 30/04/2018	Attrition Rate
01	Mother Marys Junior College.	18	9	26	9/{(18+26)/2}*100 =**40.90%**
02	Gracious Junior College	9	5	10	5/{(9+10)/2}*100 =**52.63%**
03	Abhinav Junior College	39	15	45	15/{(39+45)/2}*100 = **35.71%**
04	Divine Image Junior College	16	8	18	8/{(16+18)/2}*100 =**47.05%**
05	Hafiza Bi Banegar Junior College	14	4	19	4/{(14+19)/2}*100 =**24.24%**
06	J.H. Poddar Junior College	19	6	17	6/{(19+17)/2}*100 =**33.33%**
07	L.P. Raval Junior College	23	13	22	13/{(23+22)/2}*100 =**57.77%**
08	Shankar Narayan Junior College	43	10	46	9/{(43+46)/2}*100 =**22.47%**

09	Reena Mehta Junior College	17	8	18	8/{(17+18)/2}*100 =**45.71%**
10	Maa Bharati Junior College	6	4	8	4/{(6+8)/2}*100 =**57.14%**
11	K.S. Mehta Junior College	12	6	13	3/{(12+13)/2}*100 =**48.00%**
12.	B.M.S. Junior College	13	6	15	6/{(13+15)/2}*100 =**42.85%**

Table No. 1.3.3.3 Source – Prepared from the primary data by the researcher.

The table shown the high rate of attrition in private unaided junior colleges of Mira-Bhayandar area. Out of the 18 sample colleges, the data of 12 sample colleges are taken for the academic year 2017-18 to know the attrition rate. It is seen that 8 junior colleges out of 12 junior colleges have attrition percentage of more than 40%, which is considered to be at higher side. The average attrition rate is **42.31%**, which means that an alarming situation for the junior college. This means that almost 50% of the work force tends leaving the institute or is removed by the management. The reason for taking only 12 sample colleges out of the 18 sample colleges is that the remaining 6 colleges have just one sanction division for FYJC & SYJC per stream. Most of these college are attached with the secondary section school. The qualified and eligible school teachers are given the workload of teaching at the junior college level. The strength of the staff member is less than 8 member at the college level, so the researcher has purposively left these six college while finding the attrition rate. The names of these colleges are

1. Blossom English High School and Junior College.
2. Mother Teressa High School and Junior College.
3. Our Lady of Nazerath High School and Junior College.
4. Our Lady of Valenkani High School and Junior College.
5. R.K. Memorial High School and Junior College.
6. Abid Patel High School and Junior College.

1.3.4 Types of Attrition

Can there be something called as good and bad attrition? Yes of course, Attrition is not always bad, if it materializes in a meticulous manner. At times attrition is also desirable and essential for structural growth and expansion. The only worry of the HR team is to differentiate between good attrition and bad attrition.

1.3.4.1 Good Attrition

The teachers who are less productive and are a burden to the organization, willingly departing from the organization. This means the low performers leaving the institution, such attrition is considered as being healthy or good attrition.

1.3.4.2 Bad Attrition

Any employee who is rated high in terms of performance, and if such member departs the organization then such attrition is call bad attrition. If the percentage of great performers parting is higher, then its bad attrition. The Human resource department has to take extra pains in recruiting a right choice at a right place. The management needs to crack their heads with HR team/ executives to find the real reason for attrition.

(http://bobherbold.com/blog/bad-attrition-vs-good-attrition/)

1.3.4.3 Voluntary Attrition

When a member of staff departs from the organization on his own will, due to personal or professional reasons, it is termed as voluntary attrition. Here the employee's departure is a big lay back towards the progress of the institute. It is due to better opportunities available in the market, which is quite common in the growing economies like India.

1.3.4.4 Involuntary Attrition

When an employees is terminated from the organization by the employer for reasons beyond control, i.e., due to disciplinary action, fraudulent behavior, low performance etc. is termed as Involuntary Attrition. Being fired from the job and being laid off from the job are the two elementary kinds of involuntary attrition. https://employeeattrition.wordpress.com/2012/05/02/types-of-employee-attrition/

1.3.4.5 Attrition Rates Can Be Beneficial In Some Ways

Sandra Hess (April 2016)

https://www.furstperson.com/blog/understanding-the-difference-between-negative-and-positive-attrition

a) The institution is benefited, when certain teachers leave, does not have negative impact on the productivity and profitability of the institution.

b) Teachers remaining in the institute for pretty long time reaches to top pay scale & if all teachers stay, will result in excessive manpower costs.

c) Recruitment of new blood will bring new Ideas, innovative thoughts, ability & attitudes which would help in removing stagnancy.

d) At times termination of teachers from the organization also benefits, like it removes bottleneck in the advancement of the college, builds way for the entrance of new abilities and assists in evolving high performance teams.

1.3.5 Attrition Brings Losses ……. Attrition Involves Cost

Singh S. & Dixit P.K. (2011)

Indeed attrition is a costly affair, it involves losses of the talent, experience, creativity and over all the human assets of the organization. For an educational institute the teaching staff is their asset and attrition make this asset zero. In sense the amount spent on acquiring the asset, hiring, training, developing the asset becomes all zero within no time. To make the best use of this human resource, to get the maximum returns from this investment in human capital, the human resources needs to be pampered, taken care off and over all needs to be retained. Only retention can make this losses turn into profits, the expenditure incurred on human capital can turn into investment, only if they are retained.

VARIOUS COST INCURRED ON HUMAN CAPITAL

1.3.5.1 Hunting Cost

It involves in finding the cream of the potential from the open market, through advertisements, promotions, HR recruiting agencies etc. The potential employee can be recruited for the company.

1.3.5.2 Recruitment Cost

Recruitment process involves various stages and different rounds. Right from appointment of the expert panel to conduct interview, specialist to conduct demo rounds, aptitude test, online exam handling, pre-employment test etc.

1.3.5.3 Training and Development Cost

This involves giving formal training to the new recruit, to understand the work culture and environment. It is also giving to the in house employees to provide them with the required training to handle the job challenges and develop their skill and potentials to get the best of their efforts.

1.3.5.4 Motivational cost

It involves providing the employees with the conductive work culture, proper infrastructure, recreational facilities, faculty development programmes, picnics, trips, conferences, seminars etc.

1.3.5.5 The Gap Costs (Productivity Loss)

The cost involves the loss of human work hours from the time an employees leaves till the time a new employee is recruited and trained. The new employee should match the productivity of the previous employee, till that time it is productivity loss cost or the Gap Cost.

(http://www.naukrihub.com/retention/attrition-rate.html)

1.3.6 Common Reasons Experienced for Attrition In Teaching Industry

McQuerrey, L. (March 2018). Struyven, K. & Vanthournout, G. (2014)

1.3.6.1 **Low salary as compared to industry standards**

The salary provided to teachers at various junior college is less than the temporary teachers in government-aided junior colleges (shikshan sevak). The concept was introduced by the government through a resolution, allowing the schools run and aided by the state government to employ the shikshan sevaks, at modest salaries to overcome shortage of funds and prevented them from employing regular teachers. The private education institutes too followed the trend and blamed the government for introduction of low salaries.

1.3.6.2 Mismatch of job profile

At times the teacher appointment by the junior college is due to urgency of the need, and any teacher applying for the job is given unrelated subject as per their qualification, to fill in the vacant post. This job mismatch causes problem at both sides and results in attrition.

1.3.6.3 Job stress and work-life imbalances

The job stress factor at times disturbs the work life and the family life. Sometimes the teachers find it problematic to adjust with the hectic work schedule and extra burden of work due to teachers' attrition, this causes the imbalances and leads to teacher leaving.

1.3.6.4 Odd working hours/Early morning-evening shifts

Some junior colleges have very odd working hours. They follow the time according to their infrastructural adjustments and this creates problems to the staff for adjustments of their family life.

1.3.6.5 Entering of new junior college as competitors

Today's world is the world of cut throat competition, with the entrance of every new competitor, the competition level raises high. This has opened an option to the teachers to jump from one organization to other and have increases the attrition problem.

1.3.6.6 Lack of delegation of authority & responsibility

Teachers are only burdened with responsibility and the work, but no authority is given to them, as management do not trust the teachers. The teachers at unaided institutions are treated like slaves, this all is the reasons for teachers leaving the organization.

1.3.6.7 Monotonous Job, with no challenges

The job of a teacher would become monotonous, without novelty of thoughts and ideas. There has to be challenge and learning that would promote professional growth. Challenges encourage fighting spirit and only this attitude can help retain the teachers. The management should provide the teachers with the opportunity to develop professionally. Teachers should be motivated to think beyond their routine chores and come out with innovative idea.

1.3.6.8 Lack of proper facilities (Canteen, Restrooms, Drinking water etc.)

Good work place with excellent infrastructure attracts the cream of potentials. But lack of basic infrastructure like the canteen facility, restroom, drinking water, etc. makes the work place hell, and can compel the teacher to separate from the institute.

1.3.6.9 Lack of conducive working environment

Excellent infrastructure should also match with positive work environment, which fosters the personal and professional growth of the teachers. Conducive work environment, with research aptitude and innovation bring in novel ideas. The initiatives taken by the teachers should be cherished by the management. If the organization lack with such environment, this will lead to teachers leaving the institute.

1.3.6.10 Poor concern about the staff

The management should show their positive approach and concern for the staff members. Various schemes of benefits for the staff members should be implemented. If the management does not show their right concern towards the teaching staff, it would lead to agitation among the teachers.

1.3.6.11 Lack of internal promotion policies

Internal promotion are always appreciated and are measured as a significant tool for the retention of the teaching staff members. Every employee feels that he/she should be promoted to higher post, but such policies are not at place, can result in teachers' attrition.

1.3.6.12 Lack of promotion for long period

Timely promotion and performance appraisal play a vibrant role in retaining the staff. But if the duration is extended for longer period of time, its charm and shine is all lost. So the management should also be specific with time bound approach.

1.3.6.13 No incentive and fringe benefits

Fringe benefits like travelling allowances, compensation leaves, and incentive packages for further studies and professional growth can be extended to the teachers. If such incentives are not provided it will lead to teachers leaving the organization.

1.3.6.14 Long probation period

Probation period should be fairly short and should not be too long. Completion of temporary period makes the staff member permanent with the job security and they are entitled for some benefits.

1.3.6.15 Lack of timely salary

Salary being the prime impetus factor for any employee. Handsome and timely salary will always motivate the staff to continue with the institute for a longer time interval. Salary should also be provided at a fixed time.

1.3.6.16 No public holidays

At time it is seen that the teachers are not given the public holidays acknowledged by the central or the state government. This demotivates the staff members. The management should never practice such things, and if required it should be compensated with monetary benefits or with compensation leave.

1.3.6.17 Contract basis appointments

Contractual appointments have become a fashion not just in corporates but the trend have also started in the education industry. The independent unaided junior college are appointing the teachers on contract basis for a year or two. After the

conclusion of the agreement the teachers are asked to resign from their jobs. This also added to the plight of retention and have promoted attrition.

The reasons are more suggestive in nature and not exhaustive. The problems of attrition is not only faced by the education sector but also the other service industry. Considering the other side of attrition, what is it that would compel the employee to continue the job with the organization, the retention decision, one of the vital decision that an employee takes to stick to the job and continues with the organisation for longer duration of time. But all this depends upon various factors and the philosophy of the management towards the organizational growth. These are the important factors considered when taking job retention decisions.

1.3.7 Causes of Attrition

Maheshwari, R. (November 2012), Aslami, H (2013)

1.3.7.1 Lack of trust and support

Trust is very crucial factor, which would help the organization retain their employees. Non-supportive co-workers, lack of trust, support and coordination among the workers and managements can cause office environment unfriendly and difficult to work. When employees are happy with their superior they choose to stay, or vice versa.

1.3.7.2 Stress from overload work and work life disparity

Stress is the main reason for which the employees leave the organization. This stress can lead to low satisfaction, low morale, which eventually may disturb the work life, family life and make the employee dissatisfied. If teachers feel extra

pressure due to the workload, they may look for a change. Long working hours, monotonous work, excessive work pressure to perform, travel time, work timing, insufficient breaks etc. are causes for the stress.

1.3.7.3 Compensation Package

Compensation packages should be at par with the industry standards, if not then the teachers would always be attracted where better compensation packages are provided, which would give them mental peace on the monetary front.

1.3.7.4 Higher Pay

A deserving candidate should be given higher pay, only than the organization can attract cream of the potentials. The most noticeable intention for teacher separating from the institute is higher salaries, superior pay packages, other fringe benefits etc. offered by other colleges.

1.3.7.5 Mismatch between the Job and the organization

The job responsibilities, at times does not match with the qualification and experience of the candidate. The work place tends to be different from what is expected by the candidate. Bewildering duties lead to professional dissatisfaction.

1.3.7.6 Job & person mismatch

A candidate may be fit to do specific type of job which matches his personality, if given a job which contradicts/mismatches the personality of the candidate, then the candidate would underperform, someday resign from the work.

1.3.7.7 Growth opportunities & prospects

Teachers working in the institution look for personal and professional growth, through internal promotions, job enrichments, job enlargements etc. If such opportunities are not found in the job place then the employee tends to leave the institution. Only 20% of personnel's get promoted, remaining 80% of staffs search for growth prospects.

1.3.7.8 Lack of appreciation

Appreciation is a motivational tool which builds the confidence and energizes the employees. The superiors need to appreciate the work of their subordinates and give them positive feedback through performance appraisal. If an organization does not follow this, it may lose the best of their hands.

1.3.7.9 New job offer

An attractive job offer, with excellent pay package, challenging job responsibility, health and conducive work environment, growth and learning etc. can lead for resignation from the existing job.

1.3.7.10 Future plans

Teachers are always looking for their professional growth and plans for further studies, so that they get promotion or better opportunity. To secure the future the teachers would work with such organization which provides job security by giving permanent status.

1.3.7.11 Family pressure

Ladies staff which are in domination in the education sector needs to balance their professional life along with their work life. The family responsibilities sometimes creates a problem for them to continue with their job.

1.3.7.12 Pregnancy

The marriage life and the eagerness of starting the family and have kids is the dream of every woman. At times during pregnancy and post pregnancy the complications and responsibilities towards the new born forces them to leave their job.

1.3.7.13 Rewards and recognition

Every teaching employees would always wait for their turn where the superiors recognizes their work and rewards them. One of the highly rates motivational factors are the rewards and recognition which would always bring in positive attribution in the employees, and help the organization in retaining the employees.

These are some of the causes which are very common and observed in the educational sector.

1.3.8 High Attrition, Suicides in the Indian Boarder Security Force

There was a study conducted by the Indian government through IIM (Indian Institute of Management) Ahmedabad about the high attrition rate in the Boarder Security Force (BSF) of the India. . The finding of the study revealed very basic reasons for force personnel departing from the Indian BSF includes core reasons like underprivileged working condition, long working hours and postings

in difficult terrain areas with no appropriate amenities causes ill-health and life threatening experience. BSF personnel are much exposed to risk by insect bites, snake bites as well as allergies to food and water. There are more death registered due to illness rather than enemy's bullets. The root cause of discontent and frustration among the BSF personnel's is denial for sanction of the leaves which leads to unbearable stress among them, sometimes there were suicides out of the extreme depression but little known to outsiders. Adding to the prevailing reasons for attrition, IIM study establish that postponement in Promotions is also a major trigger for quitting of the job by the BSF personnel. These existing grievance made senior BSF officers to approach Honorable High Court of New Delhi exclusively concerning interruption in elevations (promotions).

Attrition rates are not only high in the corporate sector, but also in the education industry. We find teachers leaving the job for some or the other reasons. This scenario is high in the private self -financed/unaided schools and colleges across the country. Teachers at all the levels, be it primary section, secondary section, higher secondary (junior college), degree college face problems in the education sector run by the private organization. There is massive alteration in the policies frame by the private organization as compared to the government organization. Due to absence of strictness and casual approach of the education department the private organizations are flourishing. They harass the teaching faculty, exploit them and earn enormous profit from this so called noble profession of giving education. Gone are the days, when education was considered as the noble profession, we use to find dedicated and devoted staff who would work wholeheartedly for the success and growth of the students, but today education

has become commercialized. It has become the means of earning and minting money for the big private and corporate houses. In this changing attribute of education, the devoted teachers are also lost. We find rare of such species left whom we would bow and call as real teachers. Today everyone is chasing money, for just few thousands you may find a teacher leaving the organization.

There are hundreds and thousands of case lying under trail at the honorable court of law related with the teachers' agitation for salary, benefits, transfer, promotions, exploitations etc. Let's not make fun of a teacher who is called as a nation build. Let's respect them.

(http://www.whatishumanresource.com/attrition ET Bureau, Sep 28, 2015)

1.3.9 Why is Teacher Turnover So High?

The Telegraph, Sunday, April 29, 2012 Smitha Verma

There are various reasons for the teachers' turnover so high. The researcher have come across few reasons during the course of his study. This reasons are stated below. The article in the newspaper The Telegraph by Smitha Verma, states about the teachers shortage in the education sector. The teaching learning future lies in dark, without proper teacher in the class. On above that the teacher turnover rate so high have added to this churn.

1.3.9.1 Retirement

Many teachers retire every year, but the no of joinee in the teaching profession are less. The demand is high due to increase in no of private schools and colleges. If the young blood is not attracted to the teaching profession, then the problem would remain for ages and ages.

1.3.9.2 Job dissatisfaction

Turnover of the teachers is also high due to job dissatisfaction. The teachers are not provided with the conducive work environment, dirty politics, interference of the management, work pressure and excessive workload leads to job dissatisfaction.

1.3.9.3 Problematic student behavior

At times, teachers face the problem due to the notorious students in the class. There are incidents where the teachers have left the teaching profession due to misbehavior and humiliation from the students.

1.3.9.4 Lack of planning time by teachers

Teaching is a passion, to enter in this noble profession and sustain, requires proper planning. The teacher should be prepared from within to dedicate the services towards the improvement of Nation. The future of a nation is nurtured in the hands of the teacher, so proper planning and strong determination is required to enter this field.

1.3.9.5 Personal reasons

Reasons beyond the personal control can lead to teacher leaving the organization. The teacher has to balance both personal and professional life, and there are situations when the call has to be taken to quit the institution for personal reasons.

1.3.9.6 Attractive pay packages (Corporate)

The corporate world have started giving tough time to education industry, as the qualified and experienced teachers are attracted towards the high pay packages

from the business world. The teachers incline to drop the profession to earn a better salary and provide a better standard of living to the family.

1.3.9.7 Changing trend of society

It's rightly said that the decency of the teaching profession is lost, so is the respect towards the teachers in the society vanished. There is a shifting tendency of the society which have reduced the no of potential entrant in the field of teaching. No big money, no respect, no growth has led to reduction in no of persons entering the teaching field.

1.3.9.8 Lack of support & Poor working condition

Support from the management can motivate the teachers for taking the initiative to bring in novelty of ideas, innovations, creativity etc., but this support should be complemented with better working condition, only then the teacher would continue in the organization or else they would quit the work place.

1.3.9.9 Poor bargaining power

Owing to deficiency of required qualification, lack of fluency of language, personality traits, lack of experience etc. make the teachers poor bargainers in the education industry, this would lead to attrition of the teachers from this profession.

1.3.9.10 Loss of respect in the society

Gone are the days of Guru Dronacharya and Shishya Arjuna. The admiration of the trainers is somewhat fading in the society. Due to commercialization, the education industry has lost its nobility. Teaching profession has become a

resource to earn big pockets, we can see the corporate sector leading the competitive race. The zest of education has lost it vision, so is the respect in the society.

1.3.9.11 Transfer of the spouse & family pressure

Reason of high turnover of the teaching staff from this profession is the family pressure. Teaching industry is dominated by the ladies staff. They have to balance both their private family life and professional life. At times the female teachers have to sacrifice their professional life due to transfer of the spouse job, in-laws pressure, child education, family planning etc.

1.3.9.12 Tuitions and Coaching Classes

Tuition and coaching classes have become a fashion in this trendy world and this breeze has spread to both rural and urban sect, but it should be discouraged. Teachers feel that they can earn more in tuition and coaching classes. Teacher leave the formal organization i.e. the junior college and get themselves engage in coaching classes or tuitions. Due to this trend there is large scale turnover of the teachers from the formal setup of the educational institution.

1.4 Teacher Characteristics & Its Effect on Attrition

Gandhi Kingdon, G. (September 2006). Worth, J. and De Lazzari. G. (2017)

Teacher attribute can be observed from the subsequent areas to decide the effects it can have on teacher attrition.

a. Age
b. Gender

c. Qualifications/academic credentials

d. Teaching Experience

Age and experience are two important attributes that have a big stake in teacher attrition, and research indications that there is a high departure degree among new teachers. Outcomes of the earlier studies reveal that younger teachers are more prone to resign from their jobs compare to the older teachers. The reason being that the new teachers keep experimenting with the work environment by changing the jobs from institutions to institutions. They are not focused towards their job, nor are they loyal towards the organization. The young teachers at times join the profession due to family pressure, or due to non-availability of the right job as per their need. Some young teachers join the profession just by chance and are not serious towards their profession. So the churn level midst the young and new teachers are rather high then the older teachers.

Further studies have establish that the outcomes from both the factors viz. Race & Ethnicity in attrition among teachers are inconsistent. They show a very different approach towards their job. They are not influenced by the peer group or social group pressure for continuing working in the same organization. Today the scenario has changes, race seldom matter to the teaching faculty. The attrition is high due to changing behavior of the teachers towards their work place.

When we look at the gender as an attribute which effects the attrition of the teaching staff, indeed it affects the whole scenario of the profession. The female teachers dominate the show, and the teaching occupation at the school and the junior college level are blessed with the ladies teacher. The lady teacher have their own very constraint towards their work. They have to balance their work &

the family life. At times this demands sacrifice towards their professional growth and development. They have to quit their work place for shouldering their higher responsibility towards the family. They are forces to take up the job within nearby vicinity of their residence. This leads to attrition among the female staff members. Whereas the male staff members are more focused, they look for professional and personal growth in the organization and stick to their jobs.

1.5 Various Aspects of Education System Effected by Attrition of Teaching Staff

Smithers, A & Robinson, P (June 2003)

1. Students
2. Management
3. Society
4. Administration
5. Other teaching staff

The attrition of teaching staff has a long lasting effect on the numerous traits of the education industry. The teachers are the one who torch the deep darken path with the light and knowledge of wisdom in students' life and ultimately shape the nation's future.

1.5.1 Students

Students being one of the noteworthy stakeholder in the education sector, are affected utmost due to attrition. Attrition not only hampers their studies through gap in teaching learning process, but also shatters their dream for a better tomorrow.

1.5.1.1 Teaching Learning process

Due to attrition the teaching learning process gets hampered. The students' are distracted from them studies. Every teacher departing from the institute is a blow not only to the management, but also the students as their future gets scattered.

1.5.1.2 Evaluation process

The process of evaluation is effected due to attrition. As every teacher would have their own style of evaluation. This would create problems to students as the methods and pedagogies differ from that of the previous teacher.

1.5.1.3 Attendance

Junior colleges in general faces problems with the students' attendance, and to add the oil in this fire, the attrition play a big role. The attrition of the teaching staff creates lack of interest among the students for that subject. This is turn reduces the percentage of attendance in the college.

1.5.1.4 Academic performance

Owing to improper guidance, the students fail to excel in their educational trainings, which fall down drastically because of teacher attrition. Academically the learners lose attentiveness and are deviated from the real goals of education.

1.5.1.5 All round development

With the fall in academic result, the dream of all round personality development is shattered. The teacher can build the upcoming era of the nation, but attrition destroys the dreams and goals, resulting into undermine growth of the next generation. To excel in all round growth and development, the students require

regular motivation, guidance and mentoring. If a teachers leaves the organization it would affect the students' career too.

1.5.1.6 Discipline

Attrition brings in new faces i.e. the new teacher in the organization. These teacher would take their time to settle with the work culture, students' behavior in the college. The time lost in this adjustment is enough to break the discipline of the college.

1.5.1.7 Poor development of interest & motivation

It's difficult for the students to adjust with the teaching methodologies of the new teacher. At time the new teacher might not be that experience as well as content expert, this would deviate the students' interest from that subject. Their motivation level would also fall down.

1.5.1.8 Deviation from the right track of educational objectives

Every students want to excel in their studies, but lack of proper training, guidance from the teacher would deviate them from the right track of educational objectives. Attrition also adds fire to this problem.

1.5.2 Management

The management of the junior college are trying their level best to fight attrition. They provide the required infrastructure to retain the staff, as they are aware that attrition is an expensive deal.

1.5.2.1 Financial loss (Recruitment, Selection and Training)

To appoint a new teacher for the institute, it has to incur the expenses. The recruitment and selection cost, the training and development cost etc. all adds to the burden on the management's financial bounty. So management should try to retain their staff members by providing the adequate benefits.

1.5.2.2 Reduction in the strength of institution

With every attrition of the teaching staff, the organization losses its strength. It's not a teacher leaving an organization, along with the teacher goes is the experience, knowledge, skill, talent, and years of relationship. All this reduces the strength of the institution.

1.5.2.3 Underutilization of the infrastructure

Due to attrition, the organizations goodwill is affected, which causes fall in admission. The students' strength starts reducing, no of divisions are reduced, excess teachers are terminated all this would add to underutilized of infrastructure.

1.5.2.4 Lack of interest of Management due to losses

Every loss making institute is a burden to the management. The management would stop showing interest in such organization. This would further worsen the situation. Attrition is a slow dose which would lead to bankruptcy or formal closure.

1.5.2.5 Reputation of the institution

The world has witnessed the big corporate houses tumbling down due to attrition of their critical resource team. The reputation of the college comes to a stake due to teachers leaving the organization.

1.5.2.6 Internal clashes (The Blame Game)

There would be fights and stained relationship among the staff members. The burden of extra work, the pressure from the management would simply lead to internal clashes. The blame game concept would take place, which would further harm the cordial and professional relationship.

1.5.3 Society

Society looks towards the education institute as the temple of knowledge, where next gen is nurtured and trained. The society expects the future generation to shoulder the bigger responsibility.

1.5.3.1 Hinders to the all-round personality development of the students

If the churn levels soars high in the organization, means that the teachers are not satisfied with the work place and they start leaving the institute. This directly affects the students' development, they find difficulty in handling with the educational challenges, as well as behavioral challenges of the adolescent age and as a result their personality development is hindered.

1.5.3.2 Create gap among the students / youngsters

Attrition is the basic reason of creating gap among the students, as the students which are affected due to attrition lacks confidence, shows poor academic performance, low intelligent and emotional quotient. All this would leads to gap among the youngsters.

1.5.3.3 Lacks in providing better citizens to the nation

How can a nation produce better responsible citizens, if the young mind are not trained and guided properly? It is the duty of the teachers to mould the youth to shoulder bigger responsibility. But if they are left to suffer due to attrition then the nations dream to create better citizens for tomorrow is shattered.

1.5.3.4 Value & respect towards the teaching fraternity deteriorates

Teachers are considered as the torch bearers of the society. But commercialization and privatization of the education has deteriorated the value and respect of the teachers in the society. The teachers are exploited in the hands of private management, they are forced with substandard treatment, and this in turn has increased the attrition rate. Teaching profession is considered low standard, low paid, and time pass job. All this has added in plight of teachers.

1.5.4 Administration

Administrative staff of the junior college finds it difficult to manage the problems caused by the attrition of the teachers. The smooth and efficient working is disturbed due to the teachers

1.5.4.1 Time Table problem

The administration department has to make lot of adjustment with the time table. The classes need to be engaged for teaching learning process. Shuffling among the teachers to take extra period and completing the portion on time becomes the first priority.

1.5.4.2 Arrangement of proxy lectures

Proxy lectures are the most hated work that the teachers feel. The teachers have to take proxy lecture of those teachers who have departed from the institute. They also have to complete the work of those departed ones.

1.5.4.3 Strictness – to get the work done form other staff members

To get the pending work done, the management has to follow the stick method. They have to be hard and aggressive in their approach with the teachers. The rapport amid the superior and subordinate spoils, and aggravates the issue.

1.5.4.4 Exploitation

Extra work, long working hours, humiliation, frustration, no leaves etc are the ways in which the teachers are exploited. The management doesn't pay anything extra to the teacher, but gets the work done from them. Attrition opens the door for exploitation.

1.5.5 Other Teaching Staff

Other teaching staff members' faces lot of problem due to attrition. The entire burden of the teacher's work who has left the organization falls on other teachers. This causes frustration and dissatisfaction.

1.5.5.1 Burden of pending work

The teaching & the non-teaching staff members are burdened with the work of the teachers who has left the organization. This burdened work kills the creativity, innovation, imagination and initiatives of the teachers.

1.5.5.2 Disturbance of the routine chorus

The balance between the work life and the personal life is disturbed, due to excess of work pressure, long hours of work etc. The routine chorus is fully interrupted due to attrition.

1.5.5.3 Frustration and De-motivation

The other teaching staff gets frustrated due to pressure and pain. The humiliation from the management also bothers the teachers. All this demotivates the staff members.

1.5.5.4 Internal clashes among other colleagues

The frustration, work pressure and burden leads to internal clashes among the colleagues. The teachers start the blame game, which also disturbs the environment of the college.

1.5.5.5 Forced to look for new jobs

Attrition leads to further attrition. The frustrated staff members start looking for other jobs. Their interest is lost, they do not show any motivation, innovation and creativity in work. All this are the after effects of attrition.

1.6 Attrition and Related Topics

1.6.1 Attrition and Academic Performance

Jeston, E.J.K (2013), Ronfeldt, M., Loeb, S. & Wyckoff, J. (January 2012)

The researcher has observed that separation rates of the teaching staff in unaided Jr. College have resulted into a great loss of the education goals of learners. There should be a good rapport between the teacher and the students so as to understand the behavior and psychology of the students. But this rapport fails in building, due to attrition of the teaching staff in private unaided colleges. Quite often there is a change in the teaching staff this result in appointment of a new staff. The new face takes its own time in adjusting with the functioning environment and the students as well. Thus resulting in loss of valuable time which would otherwise be helpful in grooming this adolescent teenagers. At times the students find problem in coping with the new teaching staff due to difference in methodologies and teaching techniques.

There is a rising agreement among researchers and educators that quality of teacher is most influential factor in learners' performance. Therefore, if we have to build a superior tomorrow of the next generation, we need to enhance and upgrade the teachers potential and capabilities, through rigorous training and thus improve the quality of the teaching. At Institution level, management

representative should take extra efforts in retaining the quality oriented teaching staff.

There are cases which has proved that the attrition of the teaching staff, has affected the performance of the students in that subject. At Mother Mary's Junior College in the academic year 2016-17, when the secretarial Practice teacher left the Junior college due to her personal reason in the midterm during the month of October 2016 and the college couldn't find a suitable candidate for the post, the students' results during that year in the subject of secretarial practice for grade 11th and 12th showed the decline graph. The overall result of the college in commerce stream was effected due to the attrition problem. It's a general understanding that the students go for coaching classes. They get the guidance from the coaching classes, but the fact is every learner doesn't go for private tuitions/coaching classes. The trend of joining the classes with the big name and fame is more at urban and city areas. The area of our study under research i.e. Mira Bhayander has a mix population from all the strata of the society. The population comprises more of low income group people. Not necessary that every parent would be able to afford the exorbitant fees. In comer stream, there is a trend of going to coaching classes for subject like BK &A/C, Economics and Mathematics, as these subjects are considered as difficult, but subjects like OC&M, SP, and Languages are studied with the support of the college teachers. To improve the result of the college, the management should retain the teachers.

1.6.2 Economic Uncertainty Reduces the Attrition Level

Due to the mood swing of the economy, i.e. the uncertainty or the recession period or the down fall of the economy has witness the fall of attrition levels in the

industry. No employee would like to take risk in the uncertainty of the economy for the change of job. The attrition rate are high when there is boom period in the economy, as the opportunities are vast and open. People would find jobs with good hike. The swings in the economy effects the entire nation and all the sectors in the economy.

Indian economy is undergoing a reformation phase, where in introduction of various reforms has changed the outlook of the Indian economy. The demonetization of the currency notes on 8th November 2016 brought the economy to a standstill for some time. The implementation of GST (Goods and Service Tax – one country one tax) from 1st April 2017 has also given a set back to the economy. The GDP of the country fell down considerable. There was a complete disorder and confusion in the whole country for some time.

Due to all the reformation the corporate house and the other sectors were shaken up. No person would think of changing the job, nor would the companies think of hiring the new entrant during such phase of the economy. In education sector too, the private unaided institution were very cautious to bring in new blood in the institute. The need of the hour was to wait and watch.

(http://www.whatishumanresource.com/attrition July, 2012)

1.6.3 Attrition and School/College Leadership

Ghamrawi, N. & Jammal, K. (March 2013)

Leadership is the spark of lightening, a fighting force of an organization, as it's rightly said, Leaders can build organization, and so can they ruin it. In any organization leadership play a key role. Leaders are the mentors, the guiding force for the subordinates to work effective and efficiently. According to the **Roger**

Herman "The Father of Employee Retention" maximum attrition is due to bad bosses/leaders. 75% of the employees that voluntarily leave the organization is not because they want to quit, but because of their bosses. Roger Herman strongly suggest that the leaders/superiors should be trained in retention strategies, they should be hold accountable for attrition problems. It is the strong relationship that ensures the retention of the teaching staff. (https://www.hermangroup.com/pr_11-17-04.html).

In an education sector Principals are considers to play the strong role and guide the organizational affair. The teachers look upon at the principal to solve their problems, take the institute towards next level, progress and all round success. The connection amongst the leaders (superiors) and the teachers (subordinates) matters a lot for the progress and opulence of the college. The policies framed by the management with the inputs provided by the leader, channelizes the entire show. An effective leader can make difference. Leaders need to possess leadership traits, which would make the subordinate comfortable & dependence in him. In today's world, leaders should follow transformational leadership style, because this style would transform your organization in terms of work culture, professionalism, motivational mantras, and philosophies, build a strong base with the policies of next generation. Leaders should be more democratic and participative in their approach, they should allow freedom of speech and expression to their subordinates. Subordinates should be motivates to take initiative and come up with novel and creative ideas. The thirst for innovation should be the gist of motivation. There should be an air of freedom at the work place, only then the institution can reach greater heights. Such leaders would

always promote and motivate the employees to stay in the organization. Retention would be at its best under the belt of such leader.

But on the contrary, if the leader shows his autocratic behavior, tries to dominate and suppress his subordinates, would face the agitation from the teachers in the long run. The principal should make policies which would help the teachers grow in their professional front. If the principal, tries to exploits and humiliates his staff members, then such organization would face high rate of attrition. The teachers would look for another job and would quit the junior college. Gone are the days of strictness and rude behavior. Today due to tough competition in the education sector, due to new entrant and also due to introduction of various international boards and universities, the demand of the teachers is always high. The teachers can easily find jobs. If the name of the organization ones spoils due to the autocrat leader then it would be difficult to find quality oriented teachers.

The association amid leadership and the organizational effectiveness are complementary to each other. Dynamic, versatile and enthusiastic leaders can make difference in the working of the organization, thus by enhancing the effectiveness and the efficiency of the organization.

(http://www.soeagra.com/ijert/ijertmarch2013/11.pdf)

(https://atmanco.com/blog/hcm/increase-employee-retention-rate/)

1.6.4 Attrition Caused by the Organization Itself

Change in the management philosophy, management style, introduction of new generation in management, organizational structural or any other aspect might also causes the problem of attrition. The employees discover it problematic in adjusting with the change may take voluntary retirement, or resign from the job.

The most bothered are the senior employees who are reluctant to change. The ones who were the part of growth story of organisation, who have seen the in and out, mood swings of the establishment. Such employees find difficulty in adjusting with the new philosophy, or under the new generation which has taken over.

All this can lead to attrition of good no of employees from the organization and such trend is called as institute caused attrition. With the introduction of the new generation to the top level, the system changes, the policies gets restructured, the benefits enjoyed by the old employees are cut down, they are looked as burden to the institute. This make the teachers to think and resign from the organization.

The merger and the takeover of one firm by the other firm also causes the attrition. The Joint venture and collaborations can also cause attrition.

(https://www.investopedia.com/terms/a/attrition.asp)

1.6.5 Attrition and Soft Skills

Soft skills are the personality traits and the communication ability that a person carry along with his qualification. Though soft skills doesn't proclaim to be the certificate like the academic credentials, but is a must to be in the organization. Today the corporates emphasis a lot on the soft skill, before recruiting the new hires.

There are lot of industries that faces problem with the new recruit, though they are very good in their academics, they might have also excelled in their practical approach towards their work area, still the company has to take a call to terminate them due to absence of soft skill.

Soft skill are a bundle of personality traits that is characterized by ones behavior, socializing, communication abilities, language skills, teamwork, patience, cognitive ability, personal habits, emotional quotient, etc.

Soft skill is defined as a proportionate balance of the three key functional traits i.e. social skill, personal attributes and skill, communication skill. Soft skills are also referred to as transferable attributes or professional attributes.

The requirement of greater degree of soft skills at the work place is a primary significance. As the new recruit has to work in a formal organizational upset up, with people around. He has to communicate with his fellow colleagues, report to the superiors, speak to the clients/customers, prepare to attend a meeting, present a report and other related jobs. All such jobs require skills which would win heart of the other person and build respect and trust towards the person.

The teachers are the key resource of an education sector. They have to guide, motivate, communicate, and inspire the students for their future. Teachers' words are considered as final and respected. They are the resource of career guidance for the students. Any loose talk from the teacher can shake the trust of the students. The respect towards the teacher is lost. In the same manner the teacher represents an organization, they have to behave politely and with respect with the other fellow colleagues. While going out to attend the seminar, workshop, or any other event, the teachers carry along with them the name of the institution. They must take utmost care in presenting themselves in front of other persons. High level of soft skills makes the teacher favourable among the students and the colleagues.

(https://en.wikipedia.org/wiki/Soft_skills)

1.6.5.1 Some Key Soft Skills Required to be Successful

The soft skill noted below are suggestive and extensive, but not exhaustive. Lot more can be added to the list of the soft skill. The researcher has suggested few of them

1.6.5.1.1 Effective Communication

Communication is the way to express ones ideas, thoughts, creativity and emotions in an effective manner. It's not about manifold syllables or peach, but a way to act comprehend and act effectively. Teachers are considered to have strong communication skill through which they explain the concepts in much easier and systematic manner.

1.6.5.1.2 Leadership qualities

Leadership soft skill does not mean that you have to be at higher position in the organization or be a supervisor. All it means is the positive attitude, keeping oneself cool under pressure, speak politely, communicate effectively, manage the work given on time etc.

1.6.5.1.3 Self-Motivation

Self-motivation is very crucial to accept the things in positive way. The person who is motivated would always work in harmony with others, have positive approach and take initiative to work more aggressively for the development of the association.

1.6.5.1.4 Responsibility

Soft skill means a person should be accountable for his performances. He should work diligently and should know to handle failure by taking responsibility of it. A person demonstrates himself as a man of stature, if he has such skill, which would make him more matured and humane.

1.6.5.1.5 Teamwork and team spirit

Organization is all about people. It is the teamwork that makes the work effective. Good teamwork involves togetherness, ability to take risk, interpersonal skills, ability of leading and listening etc. A person should have the soft skill to adjust and work in team.

1.6.5.1.6 Problem Solving Ability

Every work brings in challenges and this challenges teaches a person to fight with a spirit to overcome the hurdles and be a winner. Problems are chunk of both the work life and personal life, but a person should have the ability to solve the problem and turn it in opportunities. Teachers are known to solve the problem of the students with their robust ability.

1.6.5.1.7 Decision Making

Decisions are to be taken in every walk of life, the person should have the ability to take decision at the work front. At times of crisis and emergency situations the employee needs to show his decision making ability based on relevant information and resources.

1.6.5.1.8 Time Management and Handling Work Pressure

The person needs to handle work pressure very tactfully and patiently. It is the part of corporate and work life. The person has to management the given work on time, because any delay can lead to heavy loss. This skill of time management and ability to manage work pressure is very much necessary for the work life.

1.6.6 Tips to Tackle Attrition Other than Monetary Benefits Rao, K.A. (2012)

1. Build strong communication channel (two way)

2. Train your supervisors, superiors and coordinators in soft skills

3. Have clarity of roles and accountabilities with delegation of authority

4. Opportunities to grow at professional fronts should be offered.

5. Provide retention bonus in kind.

7. Concessional fees for the kids of the teachers.

8. Make someone responsible for retention of the staff.

9. Feedback of the teachers

10. Survey for teachers job satisfaction.

11. Promote teamwork and team spirit.

12. Introduce techno savvy digital classroom.

13. Introduce Enterprise resource planning software systems

14. Fun and laughter to be encouraged by making space for it.

15. Encourage the teachers for further studies and learning.

16. Give mission statement to each section.

17. Let the teachers know they are valuable assets of the organization.

18. Reward teachers' loyalty and performance.

(https://www.educba.com/employee-attrition/)

1.6.7 Policies that Promote Attrition

There are certain policies which are framed by the management of the private organization which promote attrition instead of retention. These policies have being framed only from the organizational financial aspect, without taking into consideration the employees' side. The teachers are the pillar of the educational temple, but they are treated inhumane by the private management.

Thomas, D. C. & Hammond, L. D. (August 2016)

Some of the policies framed to which would only foster attrition, they are:

1.6.7.1 Appointment of teachers of contract basis

The teachers are appointed on the contract basis, so that they can be removed/terminated after the contract gets completed. The teachers are appointed when the need arises and removed as soon as the need gets over. The contract system has parallelized the entire education system. Introduction of shiksan sevak concept by the government has made way for the private institutes for exploiting the teachers.

1.6.7.2 Nonpayment of vacation salary

Some organization don't give their teachers the salary for the Diwali and the Christmas vacation. They terminate the teacher before the summer vacation and save the amount, which is a profit for the management. Due to such harassment and exploitation, the young minds have stopped thinking of joining the teaching profession.

1.6.7.3 Harassment and Termination of teachers.

The money minded management would not think twice before removing the old staff from the school. As the old staff of the organization have reached at the peak of the salary scale, i.e getting higher salary. The management is of the opinion that they can recruit two staff member in the same salary that they are paying to the old staff, also the old staff is not capable to work with that energy which he used to work in his young days. So to find a reason to remove the staff member the management starts harassing the teacher.

1.6.7.4 No permanent status

Teachers appointed on contract basis are never made permanent, so not eligible to the benefits of employment. They are terminated after the contract gets over and reappointed again on the contract basis after a gap of one or two months.

Appointment on part-time/clock hour basis

There are colleges who appoint the teachers on the part time or clock hour basis (CHB). By doing so the management saves a lot of money on the operational cost. Except few teachers, all the other teachers just come to take their lectures, complete the portion and leave the college. They is no proper guidance given to the students nor are they being supported during the preparation of the examination.

1.6.7.5 Salary – more on papers less in hand

Few private unaided junior colleges plays dirty tricks by following wrong, unethical, and illegal practices. For accounting records salaries given to the

employee as per the government norms, and there after the part or almost half of the salary is taken back from the teachers. It means more salary on paper and less in hand.

1.6.7.6 No sanction of maternity leave

As per the government norm and the verdict/directives issued by the Supreme Court, every permanent lady teacher working in the organization is entitled for six month of maternity paid leave, but the private unaided junior college and other private organization demands termination from the teacher and do not allow for the maternity leave.

1.6.7.7 No compensation leave

Teachers are called on public holidays, bank holidays as well as on Sundays for the institutions work, but they are deprived of their compensation leave, this also frustrates the teachers and they decide to resign/depart.

1.6.7.8 Deduction of salary for late marks, non-completion of work on time

For maintaining the discipline in the institution, the management takes the decision of deducting the salary for late marks, non-completion of the work on time etc. The teachers are asked to wait beyond their duty hours, but never given the overtime. Teachers agitate against the management for such policies where the teachers are at the monetary loss.

(https://learningpolicyinstitute.org/product/teacher-turnover-brief)

1.7 Strategies Adopted by the Organization to Use Attrition Effectively and Profitably

Ralph, C (November2005). Reynolds, M. (April 2018)

The organization finds ways to solve and overcome the issue of attrition in different ways, though it cannot have 100% solution. The renowned organization in term of human capital resource too faces attrition. We can read and get the information on the CEO's, the MD'S of the top most corporate house leaving the organization and joining the rival firms. So attrition would stay, but it is up to the management how to tackle this problem and use attrition effectively and profitably.

1.7.1 The Upside of Attrition

Some business houses as well as other organization use the attrition of the staff for reengineering and restructuring. In this case, instead of removing/terminating or laying-off the employees in much traditional manner, the institute chooses to reduce the staff merely by using the attrition as the tool. The employees who resigns from the job or the employee who is about to retire in few month, the vacancy of such positions are not filled by the HR department. In due passage of spell this positions vanishes or retires from the organization. Sometimes the management with the consultation of HR team, promotes few employees from one level to another as per the requirement or for a new project. This position at the lower levels are not filled and kept vacant. The reshuffling of the positions and the levels are taken care through such procedures. All this strategies of the management are called the upside of the attrition. Same way, the management of

the unaided junior colleges also uses attrition efficiently, when the divisions are reduced due to less admissions, there is excess of teaching staff. Any teaching staff who leaves the college or is about to retire, such positions are not filled and the excess staff is adjusted.

1.7.2 Downside of Attrition

The Attrition becomes a big area of concern, when it pinches the superior and subordinates. The burden of the extra work, additional duties, increase in targets without any incentives or increase in pay, forces the employees to gaze for a new-fangled job. This further creates tension in the organization. The burden is faced differently by different employees. The potential of the employee to be promoted at higher level is shattered. All this are considered as the downside of attrition. **(https://yourbusiness.azcentral.com/meaning-attrition-used-hr-14057.html)**

1.8 Attrition Analysis

To analysis is to check, to verify, to examine, here attrition analysis is to inquire and investigate the reasons as to why the employees leave the organization, what is the impact of it on organization. The crucial obligation of the HR department is to invest in human capital and make maximum benefits to the organization. If there is an intermittent exit of the employees it is attrition with serious concern.

Attrition not only effects the junior college in the short immediate time, but also strains the image and the goodwill in the long run. No teachers would like to join such a junior college, where attrition is high. The requisite for analysis of attrition

for an organization is a must, as it would help in ascertaining the main reasons for the teachers' exits.

1.8.1 Attrition Analysis - The Need of an Hour

Attrition was not at all a serious problem in the education sector, before the late 90's. It became the area of concern only after the positive impact of the new industrial policy of 1991 of the Indian government, which opened the doors of liberalization, privatization and globalization. Due to upsurge of self-financed/independent schools and introduction of various education boards and their junior colleges, the demand for the teachers has increased gradually. The competition among these private institution and different boards gave opportunities to the teachers to look for new job opportunities. Through attrition analysis, it is measured that it's the natural tendency of the teachers to chase greener meadows (Higher pay packages) and jump over jobs from one junior college to other.

Now the HR department should focus on finding the solution for the problem of attrition. This trend of the employee exit can be analyzed through attrition analysis metrics. This would help the organization to frame and implement strategies that would help in fighting attrition. The metrics offer accurate reasons giving by the employees itself of their attrition. This metrics also gives a bird's view, a larger angle to the management to think about the future for necessary change and dynamism.

1.8.2 The benefits of attrition analysis for the organization

1. Analysis bring out the real cause of employee dissatisfaction.

2. It help the management to develop long-term strategies to reduce attrition.

3. Helps to understand the industry trends and standards.

4. Develops in implementing objective based policies.

5. The outcome helps in bringing positive change with dynamism in the organization

6. Understands the necessary motivational factors to retain the employees

7. Supports in upholding cordial and long-lasting relationship with the employees.

8. Positive attribute of management help in increasing the morale of the employees.

The problem of attrition does not have 100% solution, as human resource is permitted to depart from the institute on their own, no law can be enforced to tie the human resource to the institute. But attrition analysis metric is the concept which would give us the insights of the problem and help the organization to work for solving the problem.

(https://www.handigital.com/attrition-analysis/)

1.9 Job Retention

Retention is the process to retain one thing or someone. Similarly Employee Retention in the establishment is the practice where in the employees are stimulated to endure for the maximum period of time or until the accomplishment of the venture. Employee retention is advantageous for the institute as well as the employee. The Human Resource Managements is responsible for retention of the

employees through planning and implementation of such policies which would enhance the relationship of the employee with the company.

http://www.whatishumanresource.com/employee-retention

1.9.1 FACTORS CONSIDERED FOR JOB RETENTION

Tippet, J. & Kluvers, R. (March 2009)

1.9.1.1 Monetary Benefits/Factors (Intrinsic)

1.9.1.1.1 **Basic Pay**

The employees are always concern with their basic pay, the salary given should match the industry standards. The remuneration is the major motivational factor which helps in retaining the employees. The teachers in the private organization should be paid at par with the aided/government sector teachers.

1.9.1.1.2 **Increment at par with the industry**

Increment is related with the dearness allowances, the inflation rate prevailing in the economy. It is also given for the performance appraisal. Every year the government announces the percentage of dearness allowances to be given to their employees due to inflation. The teacher of the unaided junior colleges should be given increment as per the government norms.

1.9.1.1.3 **Pension and provident fund**

Pension and provident fund are the security for the old age. It should be given to the teachers, as this amount would help the teacher to live stress free life after retirement with much ease and without struggle. It has been made mandatory for

organization to have provident fund account of all the employees, but still there are few organization which do not give benefit to their employees.

1.9.1.1.4 Adequate Allowance including travelling, gratuity, medical etc.

The organization which takes care of their employees, by providing various allowances and giving benefits, don't have high attrition problem. The retention rate is always high in such institutions. The teachers should be given the benefits of these allowances to retain them in the organization.

1.9.1.1.5 Faculty development and training cost allowances

The management of the unaided junior college should bear the cost of the training of the teachers. Teachers should be allowed to attend seminars, symposiums, workshop, online training, face to face training etc., this would help in enhancing the quality of teaching faculty in the college. The management should consider such cost as investment in human capital.

1.9.1.2 Non-Monetary Benefits/Factors (Extrinsic)

1.9.1.2.1 Career Growth and professional development

If an employee feels that there is professional development and career growth in the organization, then he would stick to his job. In the same manner teachers working in the junior colleges should be provided with opportunity for professional development, this would be a vital factor for teacher retention.

1.9.1.2.2 Designation and Authority

The thirst to reach high at the peak in professional front is every employees dream, but everyone doesn't get this opportunity. It is only with performance, dedication and hard work that a person get the opportunity of promotion. Higher authority with designation would always play a positive role in retaining the staff.

1.9.1.2.3 Recognition and Appreciation

Every person in this world would feel good and satisfied, if his work is recognized and appreciated. The words of appreciation from the superiors or the management team would fill in new blood in the employees and raise their morale's high. The junior colleges should recognize their teachers during the annual day, sports day or any other important event held in the academic year.

1.9.1.2.4 No excess work pressure

Excess of work pressure leads to attrition. To cut the cost management does not appoint the required number of teachers, and divided the excess workload on the existing teaching staff. By doing so the management is exploiting and harassing the teachers, which would lead to attrition.

1.9.1.2.5 Good work culture and ethics

To find and get recruited in an organization which follows ethics and good work culture is the dream of every teacher/employee. Value based organizations would inculcate in its employees the moral ethics, values, culture and overall a sense of belongingness which in turn would make the employee dedicated to the organization.

1.9.1.2.6 Superior subordinate relationship

The relationship of the superior with the subordinates plays a vital role in retaining the staff. A participative and democratic leadership style of the superior would make the subordinates feel comfortable and at ease in the organization. It is due to the strain relationship of the superior & subordinate, churn level rises.

1.9.1.2.7 Job security and safety

Every teacher working in the junior colleges looks for a long term association and professional relationship with the work place. But the trend of the market has change, the teachers are appointed on the contract basis for 11 months or less, without providing them with the May months' salary. The reason behind such trend is that the management save a lot of money in terms of salary. They don't have to give the benefits such as provident fund, gratuity, medical allowances, sick leave etc. to the teachers appointed on contract. This is against the retention policy, and encourages attrition.

1.9.1.2.8 Management Philosophy & Values

A professional and progressive approach of the management is always welcomed by the staff. It's rightly said, 'An organization is what its management wants it to be'. The philosophy of the management defines its scope and objectives. The values are created with the passage of the time, with every decision and policy of the organization its values get defined. The teachers would stick to such organization with high values and professionalism.

1.9.1.2.9 Internal promotion and favorable transfers

To retain the staff members in the organization, the management needs to follow the internal promotion policy that would motivate to work efficiently. Every teacher would love to take a higher position in the organization, it is possible only with internal promotions and favorable transfers. This also adds to retain the staff in the organization.

1.9.1.3 Personal Factors

1.9.1.3.1 Needs of Family

One of the reasons of the employees continuing with the organization is the risk factor in searching a new job, the fear of unknown and the need of the family. If the teacher is the sole earner of the family then he would not think of experimenting.

1.9.1.3.2 Spouse employment

The employment of the spouse can also be a detrimental factor for the employee. The teacher working in organization would continue till the spouse is employed in the same city. The management should also have the personal record of the employee, which may be helpful for the institute to retain its staff.

1.9.1.3.3 Children Education

Sometimes the education of the children also forces the employee to continue with the same organization. Though the novel opportunity strikes the door of the teacher, still the teacher continues due to children education.

1.9.1.3.4 Suitability of Job

Suitability of the job also help to retain the teachers in the organization. If the teachers find their work environment suitable for the professional growth, then the teacher would continue working with the organization.

1.9.1.3.5 Peer pressure

The colleagues working in the same organization, tends to become good friends, and this can play a positive role in retaining the teacher in the college. The informal relationship of the employees needs to be considered by the management for retention of the staff.

1.9.1.3.6 For professional growth – further studies

The teacher working in the organization continues working with it, if the teacher finds opportunity for professional growth in term of knowledge, skill, talent, studies, promotion etc.

1.9.1.3.7 Fear for unknown (New Job)

There are only few individuals who would take uncalculated risk with their job. The fear factor among others is always high. New job brings in challenges with it i.e. the fear of unknown. The work environment, the people, the superiors, the work culture, the expectation etc. all are new and requires ample energy from the employees with confidence to deal with.

1.9.1.3.8 Opportunity away from home

Sometimes opportunities away from home, also make the employee to continue with the same organization. In the education sector, teachers find themselves

more relaxed working with the institute which is within the city limits of their residence.

1.9.1.3.9 Contract Signing

Contract signing is a tool used by the management of independently run junior college to fight attrition. The teachers are asked to sign a bond for 3/5 years, so that they do not leave the organization before the contract term ends. This gives the surety to the management about their employee's retention.

1.9.2 Retention – Concern for Safety and Security

Erickson, J. A. (Mar 2000)

Every teacher is concern about the safety and security at the work place. Today maximum teaching staff comprises of the lady staff. The management of the education institution whether private or government should be more concern about the safety and security of the teaching staff members. There are incidents in the past which has shaken the faith of entire country, where a lady teacher was murdered. The gents' staff members were trashed, beaten black and blue by the students of the same college, teacher being gang raped. No matter whatever the reason be, but the society would never tolerate such behavior of the students or bad elements of the society towards the teaching staff. The country where teacher is considered above god and respected by touching the feet to take the blessings, a country with such a rich culture, a country which has thought the world the importance of a teacher, in such a country today the teachers are disrespected, exploited, harassed and degraded.

The government has passed a GR for the safety and security of the ladies staff, which states that the lady staff member should work at any organization should

not be ask to wait beyond 6 pm. If it is necessary for the lady staff member to wait beyond 6 pm, then the officer incharge should assured that the lady staff members is dropped in the private vehicle with the office peon to the nearby railway station. The lady staff member should not be called during public holidays, Sundays, or any other holiday affirmed by the state or the central government. If it is necessary to call the lady staff, then the officer incharge is answerable for the protection and security of the staff member.

The lady teacher should be given full security by the management, they must ensure that the teachers are not harassed or troubled by the students group. The complaints posted by the lady teachers should be dispensed with earnest priority. The colleges should place the complaint box especially for the ladies, the numbers of the nearby police station should be displayed at the circular boards. There should be appropriate support system to provide emotional, mental and physical stability if any incident or traumatic events occurs.

The organization which supports the safety and security of the lady staff, would always have good retention ratio. The teachers would work dedicatedly for the organization. They would stick to the junior college where they feel safe and secured. To stop attrition the management should build in confidence of the staff members in term of their safety. The management should also think about the health issues of the teaching staff by providing the facilities of the health care. The teachers should be provided with the compensation in term of monetary benefits, if any untoward happening in the college premises. There was an incident in a college where the teacher fell from the stair case and got her right leg fracture. The college management supported the lady staff by reimbursing the

Medical bills, as well as giving the benefits of the medical leaves. Such deeds of the management would surely retain their staff for the long term.

(http://blog.fibergrate.com/blog/safety-and-employee-retention)

(http://www.ehstoday.com/news/ehs_imp_33155)

1.9.3 Culture, Race, Regionalism, Caste, Groupism - Role Played in Retention and Attrition

Does the traditional culture, race, regionalism, caste & groupism play an important role in retention of the teachers in the organization? Though it sound sarcastic in today's developing economy but it's true. The impact of caste, creed and culture in recruitment of the teachers in education industry, still dominates.

The minority status organization fills more that 50% of the students of the community which they belong and also follow the same trend in appointing the teaching staff members. The Muslim community colleges, the Christian missionary colleges, the Sikh community, the Malayalam Samajan Colleges, the Sindhi Community College, the Marwadi or Rajasthani Sammelan etc. all such minority colleges have maximum no of teaching faculty from their own community. The institute can attain minority status either by religious or anlinguistic or both affirmation.

Due to this reason we find maximum Muslim teachers in Muslim community college and so on. There are colleges which also give preference to only those employees which belong to certain region. They don't appoint teachers from outside region. Advertisements in the newspaper and other media's specifically state the preference for the appointment.

The organizations belonging to Hindu religion, at times don't appoint a Muslim, and vice versa. All this creates differences. It's rightly said that India is not just divided into 29 states with difference of caste, culture or religion, but also with their thought process and dirty thinking. The diversity is imbibed in their minds and would take another thousands of years to be cleaned. We can also see the group influence on attrition and retention, because the person belongs to that group will be retained in the organization, on the contrary the employee which doesn't belong to the group, will be removed. The management philosophy and ideology are given due importance. The staff members are appointment as per management's choice and recommendations.

The teachers are retain and are made permanent in few private unaided college, because the teacher belongs to the same caste or religion. We can see both the positive and negative impact of such policies which are based on castism, racism. **(http://ncmei.gov.in/index1.aspx?lsid=156&lev=2&lid=44&langid=1)** **(http://www.livelaw.in/minority-institutions-right-appoint-qualified-person-principal-community-ignoring-seniority-read-judgment/)**

1.9.4 Impact of Tuitions and Coaching Classes in Retention and Attrition of Teaching Staff

When you don't pay your teacher well, you allow them to take private tuitions, and run coaching classes, this sentence shown the odd side of the private unaided institution. The colleges where the teachers are provide with meagre salary, such management don't raise their objection on the teaching staff if they engage themselves with some private tuition after the college timing.

Such concept has both the positive and negative effect. Sometimes the teachers leave the junior college if they get good number of students and earn better income in coaching classes. We can have lot of examples of such teachers who have left their formal institution to set up their own business or have tied up with some other coaching classes.

Looking at the other side the teachers giving private tuition stick to the organization, due to the opportunity of the extra income from such tuitions. They feel that it is because of the junior college that they have the opportunity of getting the private tuition or running their own coaching classes. If they leave the college, the link with the students and the parents would be diluted, and would affect the business, so they stick to the formal institution of education.

In almost, maximum of the cases the male member of the family is shouldered with the responsibility of managing the family affairs. He is supposed to provide the basic support to the family for sustainability. For maintaining the needs and requirements of the family the male teachers have to work beyond their official duty hours to earn extra income. They have to run door to door to take private tuition, or join some coaching classes, or start his own classes for extra income. Where in the lady teacher's income is considered has the added extra income for the family. The female teacher doesn't have to worry much about their extra income source. Lady teacher are happy and satisfied with the amount of work they do and also somewhat content with the remuneration. For them job close to their residence is the priority, as they have to manage the family. Lady teachers are seen less indulged in the extra income earning, due to their responsibility of managing the family life.

If the teachers of the private unaided junior colleges are paid as per the government norms, they would not indulge themselves in the private coaching, or private tuitions. It high time for the private management to think on the terms and provide better work condition with higher pay packages to the teaching staff and discourage coaching or private tuition.

(https://www.youthkiawaaz.com/2011/04/coaching-classes-cause-or-effect/)

1.10 Estimated Growth Rate of the Indian Education Sector

An article in the Times of India Newspaper dated 22nd January, 2013 has highlighted the estimated growth of the Indian education sector. As per the national survey, it has revealed that almost 23 crore children are studying in 13 lakh primary and secondary schools in India. A decade before the number was 20.3 crore in 2002. Thus country has experienced a stunning growth rate of 13.67% in the enrolment of the learners in the primary and secondary section

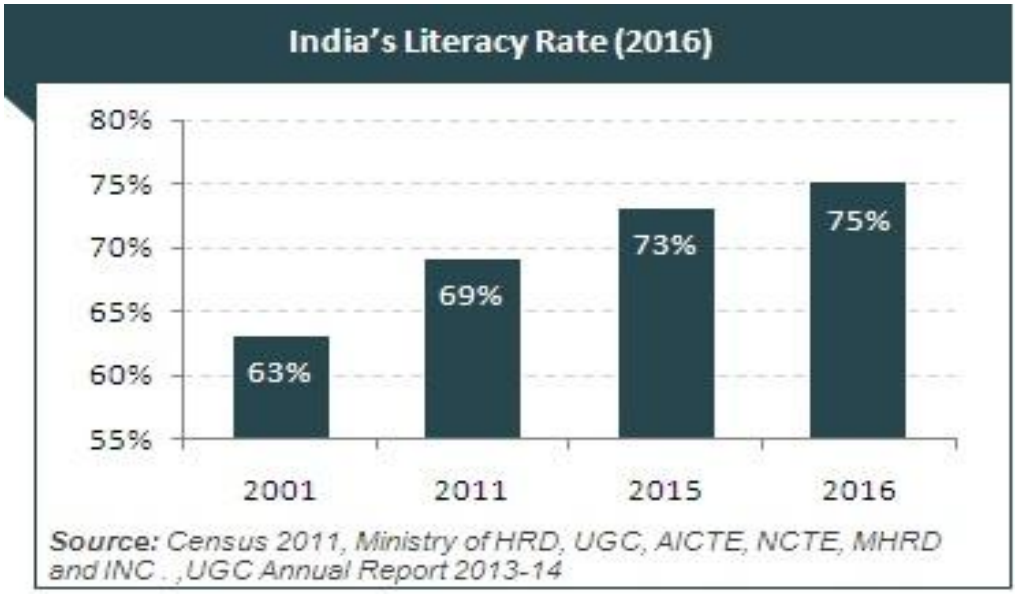
The study conducted by the other institution reveals that this increase in enrolment of the students is due to open education market where the number of self-financed independent schools and colleges are increase. Due to the new industrial policy of 1991, the concept of globalization, privatization and liberalization have brought in positive herculean change in the Indian economy. Strong competitive market between the public and the private organization brought in new challenges in the education system. The attrition which is considered to be the gift of western world, due to modernization and privatization entered first into the IT sector and then spread to all the other sectors. The education sector is also not spared with the challenges of privatization, the

teachers find job opportunities in the open market. This has caused the problem of attrition of the teaching staff in the schools.

It is expected that the growth of Indian education sector by 2030 would be 27 to 28 crores of the students enrolling for the formal education and the requirement of the teachers in this sector would grow tremendously.

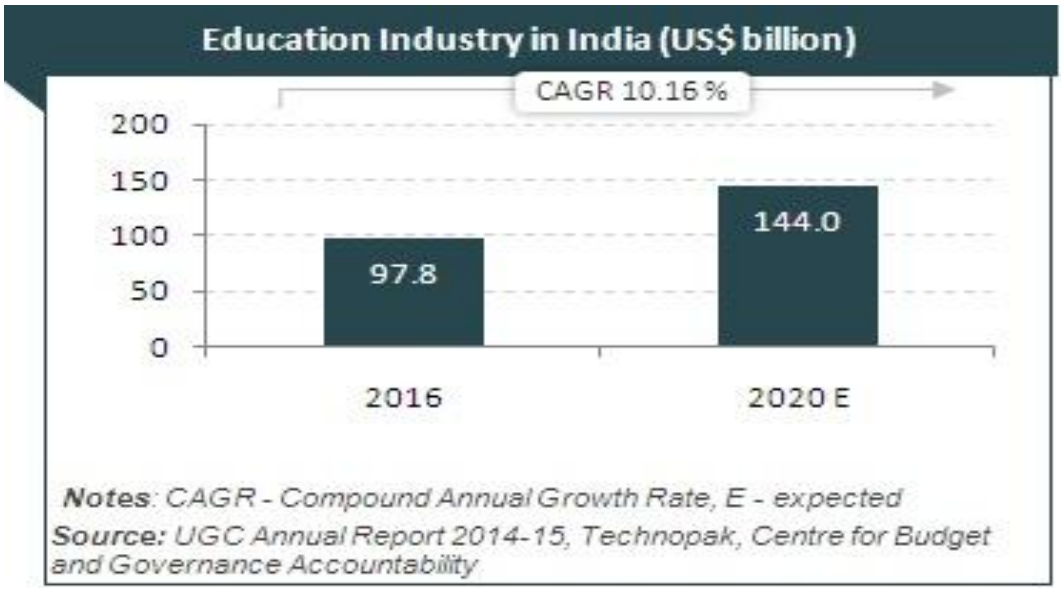
The University Grants Commission Annual Report 2014-15 states that

a) As of 2015, the approximate India's population in the age group of 0-14 years was 28.1 percent. The education industry had huge potential to grow and provide great growth opportunity to the teaching faculties.
b) The country had more than 1.5 million schools with over 260 million students enrolled.
c) In 2015, 48,116 colleges & institutions for pursuing higher education had 34.2 million students enrolled approximately. Today India ranks in top ten countries in the world for higher education segment.
d) The Gross Enrolment Ratio (GER) of 30 per cent for higher education by 2020 to drive investments was the target set by the government.
e) The education industry in India is estimated to reach a newer height with US$ 144 billion by 2020 from US$ 97.8 billion in 2016.



Graph 1.10.1: Source: UGC Annual Report 2014-15, Technopark, Centre for Budget and Governance Accountability

The above graph shows the development of India's youth with the required skill, education and talents. The literacy rate as per the 2016 survey shows a tremendous growth from 63% in 2001 to 75% in 2016.



Graph 1.10.2: Source: UGC Annual Report 2014-15, Technopark, Centre for Budget and Governance Accountability

The above graph shows the compounded annual growth of the Indian education industry by 2020, with estimation value predicted as 144.0 US$ billion.

(https://www.ibef.org/industry/education-sector-india.aspx)

1.10.1 Market Size

India is at a progressive mode, and no force can stop India or the Indians in achieving the goals of education. The years to come, may be around 2030, the world would witness Indian population as the major lump in the tertiary sector and second largest graduate population by 2022. The current estimation of the countries education industry market is approximation 115 US$ billion and would grow to 144 US$ billion by 2020 and 270 US$ billion by 2030. Currently, the Indian higher education system dominates the graph in the world with an annual enrollment of over 70 million students. India also has created an additional capacity of over 40 million students to enroll and pursue their higher education.

The current school segment is projected and valued at US$ 52 billion and has little over half the share of the education market. The total Foreign Direct Investment (FDI) pumping into the Indian education sector is US$ 1.67 billion (till December 2017). This data is taken from Department of Industrial Policy and Promotion (DIPP).

Now, lets us understand from teachers' attrition point of view, due to estimated growth in the Indian education system, the teachers would find pool of opportunities in the market. This would lead to attrition in all the levels of education system, right from the primary schooling to the university level. The management of the private schools and colleges have to frame strong strategies

to retain the staff. Education being major industry of the tertiary sector (service sector) the human element and their Midas touch is very importance to be successful. An organization to survive in this competitive market has to retain their staff at any cost. They need to be more cautious of their monetary as well as other needs. The employees should be treated as family member; they should have a sense of belongingness towards the organization. Attrition is such a problem which cannot be solved completely, but if taken necessary precautions can be restricted to limits which would not have negative impact on the smooth operation of the institute.

(http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/EduStatGlance_2011.pdf)

1.10.2 New Age Policy Adopted by the HRD Ministry

The HRD ministry had strategically framed various policies in the recent past that were appreciated not only by the teaching fraternity but also by the management of the private schools and colleges. The new policies framed would also have a sparking affect in the education industry in near future. The new policies would cater to the requirement of the teaching industry and would aid in solving the attrition problem to certain extent.

The introduction of two years of full time B.Ed. programme with compulsory internship of 6 months would prove to be a boon for the industry. The two year B.Ed. program is a rigorous course work which would train the trainee teachers in best way to deliver teaching learning course. Now, only the interested candidate who really want to build their career in the teaching field would enroll themselves for the program. The correspondence B.Ed. course is taken back by

the HRD ministry. The correspondence course would never provide with the practical aspect of teaching. The true examination for a teacher is to present himself/herself in front of a class of 40/50 students. This policy change of the central government would help the education industry with quality oriented and trained teachers.

The National Council for Teacher Education (NCTE), an organization formed by the HRD ministry, which is mandated with maintaining teacher education standards in the country, had revised its Regulations through notification of 1st December, 2014 increasing the duration of the B.Ed. programme from the current one year programme to extended and novel two years programme from the academic session 2015-16. The reason behind the revision was to train the future teachers rigorously and produce quality oriented trained and serious teacher who can mould the future for this country. The syllabus of B.Ed. programme which is been revised under the NCTE Regulations, 2014 has various new course modules based on I.C.T., Yoga Education, Gender Studies and Disability Education etc and have been made compulsory in all the 15 teacher education programmes from 2015-16 academic session. To have more practicality of the subject, the provision for 20 weeks of internship has been announced for rigorous preparation of trainee teachers. With an interpretation to improve its quality, the duration of the B.Ed. programme has been increased to make it a more professionalized and rigorous teacher education programme. The policies framed would bring in serious, polished and trained human resource with a teacher born within to foster and cater the need of the students and the society at large.

(http://mhrd.gov.in/sites/upload_files/mhrd/files/B_ED.pdf 03August2015)

(http://www.ncte-india.org/ncte_new/regulation2014/english/appendix13.pdf)

1.10.3 National Curriculum Framework on Teacher Education

In March 2009, The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education, to be circulated across all the Education Training Institution. This Framework has been prepared in the background of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated an altered framework on Teacher Education which would be consistent and at par with the changed philosophy and methodologies of school curriculum recommended in the NCF, 2005. While articulating the vision of teacher education, the Framework has some important dimensions of the new approach to teacher education, which are stated as under

a) Reflective, deep and thoughtful practice to be the central aim of teacher education;
b) Open the door of opportunities for student-teachers for self-learning, reflection, assimilation and articulation of new ideas;
c) Rote methods of learning to be replaces with technological support for self-directed learning and ability to think. Team spirit should be inculcated to work in groups.
d) Provide practical approach of leaning for student-teachers, making mandatory the 20 week internship at a school or a college, let them observe and engage with children, communicate with and relate to children. The Framework has highlighted the focus, specific objectives, broad areas of study in terms of theoretical and practical learnings, and curricular transaction and assessment strategies for the various initial teacher education programmes.

The HRD ministry had introduced four year integrated bachelor B.Ed. program with the help of NCTE. This program has started in few colleges affiliated to respective universities. Here the student who wants to build his/her career in teaching would be allowed to enroll for the integrated Bachelor B.Ed. program, in which the student would not only complete his bachelors program in the field of Arts (B.A, B.Ed.) Science (B.Sc., B.Ed.) but also complete his B.Ed. degree simultaneously. In this programme the students would be taught the B.Ed. course in the span of four years. This extended span of four year would make a candidate more matured, trained and qualified before entering into real teaching.

The government introduces the pay commission from time to time for the government employees as per the inflation rate. The introduction of the 7th pay commission would not only bring slimes on the government employees but also force the management of private organization to raise the salaries of their teachers. The trend follows from ages, the private employees though not ready to pay as per the government stands of remuneration, but increases the pay packages accordingly.

1.10.4 Change from the Primitive Methodology to Modern Age Through Bloom's Taxonomy of Educational Objectives

The researcher is of the opinion that the training of the trainee teachers at the B.Ed., M.Ed., D.Ed., TET Colleges is grounded on the primitive training outlines which focused more on the cognitive ability. With the change in the time the primitive methodologies should be reformed with the modern age techniques. In developed countries Bloom's taxonomy has grabbed the attention of the educationists and behavioral researchers, who has adopted the methods stated in

the taxonomy. Benjamin Bloom was the chairman of the committee of educators who devised this taxonomy, and so was named as Blooms Taxonomy.

The Bloom's taxonomy (Scheme of Classification) deals with the set of three hierarchical models used to categorize educational learning objectives into different stages of complexity and specificity. The learning objective are classified in cognitive, affective and sensory domains models.

In traditional education system, basic focus was on the cognitive ability and was commonly used to design syllabus, learning objectives, assessments and activities. The modern education system should incorporate all the three domains of cognitive, affective and sensory models while framing the curriculum and learning objective. Bloom's taxonomy can be used and applied by K-12 teachers and college professors/lecturers in their teaching for more affective and approachable learning.

(https://en.wikipedia.org/wiki/Bloom%27s_taxonomy)

Significant use of Bloom's Taxonomy

1. Teaching learning process is incomplete without the objectives and to have a relationship and understanding among the teacher and the taught.
2. The framework is useful for the teachers to organize the objectives as per the need of the class.
3. The objectives can be classified both for the teacher and the taught.
4. Teachers can plan and execute the process.
5. To know the outcome of the process
6. To design assessment and evaluation standards

7. To confirm that the assessment and the outcome are aligned with the objectives.

By understanding the objective, assessment pattern, evaluation system and learning outcome the teachers can really do wonders in the class during the teaching learning process. Bloom's taxonomy is tool to understand the teaching in deeper sense.

(https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/)

1.11 Details of the Junior Colleges Selected as the Sample

(http://mumbai.11thadmission.net 2017-18)

1.11.1 Abhinav Junior College

Abhinav Vidyamandir & Junior College as an educational institution was established under the Abhinav Shetkari Shikshan Mandal which was founded on 26 January, 1972. The Junior college has both aided and unaided section. The details of the intake capacity is as under:

Sr. No.	Particulars	College Status	Intake(FYJC)
01	Commerce	Aided Unaided	240 560
02	Arts	Aided	160
03	Science	Aided Unaided	160 160
04	Science Bi-focal Electronics Computer Science	 Unaided Unaided	 50 50
		Total	**1380**

1.11.2 Abid Patel Jr College

Abid Patel Memorial School & Junior College started functioning to promote educational facilities to the learners residing at Mira Gaon and Kashimira area. It has well developed infrastructure for the teaching learning process.

Sr. No.	Particulars	College Status	Intake
01	Science	Unaided	80
02	Commerce	Unaided	80

1.11.3 B.M.S English High School & Jr College

B.M.S. English High School & Jr College was established by the Kerala Samajam of Mira Bhayander. It got its recognition from the education department for the junior college in the year 2012. The college only has the commerce stream.

Sr. No.	Particulars	College Status	Intake(FYJC)
01	Commerce	Unaided	160

1.11.4 Blossom Junior College

Blossomm's English High School & Jr. College is located in Mira Bhayander. It is a Minority College, not receiving any grant from the government. The medium of instruction is English. It has commerce section

Sr. No.	Particulars	College Status	Intake(FYJC)
01	Commerce	Unaided	80

1.11.5 Divine Image Jr College

Divine Image High school & Junior College is located near Bhayander Station. It is run under the auspices of Sarita Education Trust.

Sr. No.	Particulars	College Status	Intake(FYJC)
01	Commerce	Unaided	160
02	Science	Unaided	80

1.11.6 Gracious English High School & Junior College

Gracious Jr. College is located at Mira Road. It is an Unaided Minority College, run under the auspices of Shree Shubham Education Trust.

Sr. No.	Particulars	College Status	Intake
01	Commerce	Unaided	80
02	Science	Unaided	80

1.11.7 Hafiza Bi Banegar Jr College

Hafiza Bi Banegar English High School & Junior College is run under the auspices of Hussain Banegar Educational Trust" which was founded in 1996 to render service in the field of education and social work.

Sr. No.	Particulars	College Status	Intake(FYJC)
01	Commerce	Unaided	80
02	Science	Unaided	80
03	Arts	Unaided	80

1.11.8 J.H. Poddar Jr College

J. H. Poddar High School & Junior College was established by Bhayandar Kelvani Mandal. It has established Hindi, Gujarati, English medium schools and also added a junior college with Commerce and Science stream.

Sr. No.	Particulars	College Status	Intake(FYJC)
01	Commerce	Unaided	160
02	Science	Unaided	80

1.11.9 K.S. Metha Jr College

K.S. Mehta School and Junior College are a co-educational English medium institute established in 2005.

Sr. No.	Particulars	College Status	Intake
01	Commerce	Unaided	160
02	Science	Unaided	80

1.11.10 L.P. Raval Jr College

The Royal English High School & Shri L.P Raval Junior College of Science and Commerce was established by L P Raval Education Society which is a Public Charitable Trust established under the Societies Act 1950.

Sr. No.	Particulars	College Status	Intake(FYJC)
01	Commerce	Unaided	320
02	Science	Unaided	160

1.11.11 Maa Bharati Jr College

Maa Bharati Hindi High School and Junior College was established in the year 2000. The Hindi medium school is an aided school whereas the Junior college has for the Arts stream, Hindi as the medium of instruction and for the Commerce stream, it has English as the medium of instruction.

Sr. No.	Particulars	College Status	Intake(FYJC)
01	Commerce (English)	Unaided	80
02	Arts (Hindi)	Unaided	80

1.11.12 Mother Mary's Jr College

Mother Mary's English High School and Junior College of Commerce & Science is run under the auspices of Shree Rahul Education Society. The Mother Mary's Junior College was established in the year 1999. It started with commerce stream and in 2002 added science stream too.

Sr. No.	Particulars	College Status	Intake(FYJC)
01	Commerce	Unaided	240
02	Science Science Bifocal Computer Science	Unaided	160 50

1.11.13 Mother Teresa Jr College

Mother Teresa English High School and Junior College was established in the year 2013. It has one division of commerce. It is run under the auspices of Prajapati Educational Society.

Sr. No.	Particulars	College Status	Intake(FYJC)
01	Commerce	Unaided	80

1.11.14 Our Lady of Nazareth High School and Junior College

Our Lady of Nazareth High School and Junior College is located at Bhayandar West. Being of high repute, a convent school added the junior college commerce stream.

Sr. No.	Particulars	College Status	Intake(FYJC)
01	Commerce	Unaided	80

1.11.15 Our Lady of Valenkani Junior College

Our lady of Vailankanni High School and Junior College is established educational institution science 1995. It added junior college section with college stream.

Sr. No.	Particulars	College Status	Intake(FYJC)
01	Commerce	Unaided	80

1.11.16 Reena Mehta Junior College

Reena Mehta High School and Junior college is a permanent unaided, co-ed college. It is run under the Jeevan Jyot Trust which started functioning in the year 2003.

Sr. No.	Particulars	College Status	Intake
01	Commerce	Unaided	240
02	Science	Unaided	80

1.11.17 Shankar Narayan Jr College

Shree Shankar Narayan Education Trust, was formed in 1993, started the junior college in 1994 under the name as **Shankar Narayan College of Arts & Commerce**. In two decades the college became the most popular educational institution with more than 8500 learners. It has 23 divisions in junior college with a capacity of approximately 3000 students.

Sr. No.	Particulars	College Status	Intake(FYJC)
01	Commerce	Unaided	1200
02	Science	Unaided	120
03	Arts	Unaided	120
		Total	**1440**

1.11.18 R K Memorial High School & Junior College of Science and Commerce

Established in the year 2002, R K Memorial High School & Junior College of Science & Commerce in Bhayandar East, is having commerce & science stream.

Sr. No.	Particulars	College Status	Intake(FYJC)
01	Commerce	Unaided	80
02	Science	Unaided	80

1.11. The Junior College Admission Procedure

Mira Bhayander falls under the Mumbai Metropolitan Region and the admission for the first year of the junior college is ONLINE. This scheme of the online admission was introduced by the Maharashtra state government in the academic year 2009-10, for the Mumbai Metropolitan **Region. Vide GR No. HSC 1709/(44/09)/HSE-1 Dated 28th May 2009.**

All the Junior Colleges at Mira Bhayander region are covered under this scheme and there is total transparency regarding the admission procedure. Admission procedure and information booklet is provide to all the successful candidate who have cleared their grade 10th exams, irrespective of the boards they have appeared. (SSC, CBSE, ICSE, IGCSE, IB, NIOS, Other State Boards, International Boards etc.). The information booklet provide information about the college code, area & wards in which the colleges are located, college name and address, college status (aided, unaided, self-financed), college type (co-ed, boys, girls), fees, medium of instruction, intake capacity as per the streams of various colleges at MMR region. This information booklet also provides information

about online admission procedure, rules for the admission, important instructions for the students, documents to be submitted at the time of admission, declaration of merit lists, percentage of constitutional & special reservation in minority & non-minority institutions, information about the guidance centers , login id and password, specimen of the admission form etc.

(http://mumbai.11thadmission.net)

1.11.B Details of the Geographical Area Being Selected

Mira-Bhayander is located in the district of Thane in the state of Maharashtra. It is in the western suburbs of the Mumbai city. It is located in the northern part of Salsette Island. It is in the close vicinity of the Mumbai city and shares border with North Mumbai. It is the municipality in the thane district. Mira-Bhayander is administered by Mira-Bhayander Municipal Corporation (MBMC), with a population of 8,14,655 at the 2011 Census. Manufacturing sector is the dominating sector and is the cause of economic growth of this town. Due to the Mumbai suburban railway line the region is divided into east and west. It is also connected to the Mumbai Ahmedabad National Highway at Kashimira. It is one of the residential hub of the western suburb.

Mira Bhayander is one of the prominent town in terms of education institutions. It has more than 170 Primary & 130 secondary section school. Every year more than 10000 students appear for their grade 10th examination from this town. The town also has 30 Junior colleges which provide education to thousands of the students.

The researcher has taken 18 Junior Colleges for the study. The researcher has visited all the 18 colleges and collected the data from the colleges through questionnaire filled by the teaching staff and the management representative.

(https://en.wikipedia.org/wiki/Mira-Bhayandar)

(http://www.mbmc.gov.in/)

1.12 Chapter Scheme

The Thesis has been divided into five chapters as follows:

Chapter-1: Introduction

This chapter deals with the introduction of the title, background study, various terminologies used in the study, reasons, causes & types of attrition, details of sample colleges being selected, new age policy framed by HRD ministry, National curriculum framework on teacher education. Attrition and leadership, attrition and soft skills, retention and security and safety concerns, attrition created by organization itself, estimated growth rate of Indian education sector etc. are also included in this chapter

Chapter-2: Review of Literature

This chapter is devoted to review of literature. In this chapter various literature of national and international level are reviewed which are related to the study under research. The chapter also includes various theories related to motivation and retention of employees.

Chapter-3: Research Methodology

This chapter deals with the importance of statistical analysis, objectives of the study, hypothesis of the study, significance of the study, limitations of the study,

hypothesis, problem of the study and the detailed research methodology adopted for the present study.

Chapter-4: Analysis and interpretation of the data

This chapter is devoted towards the statistical implication of the data. Analysis of the data, descriptive and inferential analysis, Kolmogorov Smirnov (K-S test), the Wilcoxon signed rank test, one sample t-test, hypothesis testing, conclusion etc.

Chapter-5: Conclusion and Recommendation

This chapter includes the findings and conclusions which are derived from the study. It also highlights the suggestions and recommendations to reduce attrition of teaching staff in junior colleges. The future scope of study, the use of study in other industries, summary of the study etc. The structured questionnaires used for collecting the primary data both for teachers and management representative, selected bibliography and appendices conclude the thesis.

Chapter 2

REVIEW OF LITERATURE

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Chapter 2

REVIEW OF LITERATURE

2.1 Introduction

Review of literature is understanding of the scholarly articles which would give a brief of the study conducted in the past, research taken by different individuals as well as the organization in relation to the study under research. It is finding the relationship between the past study and the present research. A literature review is understanding the secondary sources in terms of the research study. The methodologies used by different researchers and their contribution towards the study. Various theoretical and methodological contribution, their substantive findings and the statistical tools used to find the acceptance or rejection of the hypothesis, gives the researcher an idea of the in-depth study conducted and the areas being touched upon.

For better understanding of the subject under study, review of literature at extensive level was carried by the researcher. Various scholarly articles related to attrition of teachers, retention of teaching staff, effects of attrition, reasons for teachers dissatisfaction, etc. were studies. The researchers, to understand the problems of attrition universally, not only referred the Indian study but also referred the international study conducted by the scholars. Various findings of attrition and its effect are consolidated in this chapter. Researcher has also reviewed some related literature such as the plight of Indian education system, western education culture, aided institutions, theories of retention etc. to get the analytical view from different angles and views. Hence this chapter deals with

comprehensive review of literature relating to the attrition as a grave problem sand correlation of the finding of various literature reviewed to the findings of the research study. The literature review are listed and divided for convenience into international level and at national level.

2.2 National Scenario

2.2.1 Rachit Gupta, Hemant Chauhan and others (2011)

In this article they stated that presently, the biggest challenge faced by technical educational institutions in India is the acute shortage of qualified and competent faculties (Times News Network, 2006). Retaining talents is not the choice of employers but is also the need of time as management education is already at risk running with talent crisis. Therefore the study has made an attempt to present faculty retention as a major HR issue in business schools.

The study has made an attempt to focus on Faculty Retention as a major HR issue in education sector with special reference to business schools. Reflect the scenario of Management education at risk due to talent crisis and unwanted employee turnover in business schools. Recruiting top faculty is a major challenge for both newer schools and established institutions. Even though the demand for business education has been growing steadily over the last decade, the production of PhD-trained faculty has not risen to satisfy that demand. Presently, the biggest challenge faced by technical educational institutions in India is the acute shortage of qualified and competent faculties (Times News Network, 2006). The genesis of this lies in rapid mushrooming of technical institutions on account of surging demand of technically trained manpower by

fast growing industrial sector of Indian economy; and abysmally low number of PhDs /Fellows in technical disciplines from premier institutions opting for the teaching careers on account of possibility of higher incomes from the non-academic career options (Rosenfield & Jones, 1988).

This study not only emphasizes on the requirement of the qualified and competent staff, but also about low incomes from the teaching profession, as compared to other non-academic occupation. The study related to the point raised in our research study, in objective five that if quality oriented, competent staff needs to be retained then the management needs to be good pay masters in the education industry.

2.2.2 Dr. K. Maran and Nirmala Venkataramani (2014)

Women teachers in developed and developing countries face high levels of on the job and off-the job stress trying to balance the demands of office and home. Both these are "greedy" institutions demanding time and energy.

Women teachers are walking the tight rope, trying to juggle many balls at the same time. At the work place the management of many educational institutions is ready to employ, qualified and capable women. The woman teacher may consider resigning from the job altogether. When many teaching staff from self-financing colleges and private schools leaves it will lead to a "silent brain drain" a loss of qualified and experienced teachers for educational institutions already grappling with teacher shortage. The researcher has chosen this area of "faculty / teacher stress" for research and analysis as it is a crisis slowly building up.

The above research also points about the teachers leaving the job, indeed talks about the attrition which is the area of our research study, the findings of the study

matches with the findings of the objective no 5 related with teachers awareness. Due to the resignation of a teacher, the work load of other teachers' increases, proxy lectures are given, teachers are asked to given extra time and energy. All this increases their stress level, lady teachers find difficult in balancing the work and family life. The study findings also talks about the silent brain drain, which also matches with our study parameter of qualitative human loss stated in objective five.

2.2.3 Summiya Yasmeen, Srinidhi Raghavendra, Hemalatha Raghupathi, Autar Nehru, Vidya Pandit, Arun Srivastava, & Gaver Chatterjee (2013)

The report states a rising tide of teacher discontent and disaffection is swelling at a time when an unprecedented teacher shortage is manifesting across the country.

Due to the 86th Amendment of the Constitution which makes it mandatory for the State (government) to provide free and compulsory education to all children in the 6-14 age group, and national rollout of the Sarva Shiksha Abhiyaan (Education for All) programme, which has brought in a large demand for the teachers. The Unesco Institute of Statistics in its report *Teachers and Educational Quality: Monitoring Global Needs for 2015* released in June, states that to meet the Millennium Development Goal of providing elementary education to all children by 2015, "India will need the greatest inflow of new teachers in the world — more than 2 million". This make it very clear that there is enormous requirement of the teachers at the schools run by the state and central government, but still large numbers of job vacancies exist.

Against this backdrop of the bewildering mess which has been made of the chronically under-provided education system, it's hardly surprising that India's youth are reluctant to enter the teaching profession — due to following reasons

a) Identical with shabby & Crowded classrooms;
b) Dilapidated infrastructure (toilets, water, libraries, laboratories),
c) Unsympathetic parents
d) Lack of social respect.
e) Teaching no longer attracts committed and talented young people.
f) Teaching is not well paying profession.

The finding of the report states that, the Central and state governments have to redesign their spending priorities and raise their combined annual education budget from the current 3.5 percent of GDP to 6 percent as was presciently recommended by the Kothari Commission in 1966.

This finding of the report also matches with the finding of the research stated in objective second that the teachers almost at all the levels are not paid well, nor are they respected. Teachers are not provided with the conducive work environment for the professional growth. The teachers should find the work place positive with good environment which would foster growth and professionalism.

2.2.4 Ritika Maheshwari and Dr. Hari Prakash Maheshwari (2013)

The sudden spurt in the number of private colleges/institutes/universities providing professional education in the recent past has resulted in the increased demand of highly qualified professionals in the market. Thereby, a large number

of faculties are required by these institutes for their curriculum development and academic deliverance. In this context faculty turnover has a serious impact on the institute and its reputation thereby resulting in the increased costs both direct and indirect.

Human capital in organization offers significant potential for competitive differentiation and acts as a critical source of achieving sustained competitive advantage. The most important contribution of management today is to increase the productivity of knowledge work by retaining knowledge workforce. Thus, understanding the role of variables such as working environment, top management's support, compensation design, training and development, performance appraisal, job satisfaction, job stress, organizational commitment and intentions to leave is important in today's context. It has been observed from the study that organizational factors, job satisfaction and organizational commitment are negatively associated with turnover intentions whereas job stress is receiving a positive association with turnover intention amongst the faculty members of self-financed professional institutions.

The above study related with our study (Objective 2) stating that stress play a vital pointer for the turnover intentions of the teaching staff. The work pressure not only disturbs the professional life but also the family life. The stress given by the higher authorities for completion of the work, proxy lectures, extra burden of the faculty member who have left the job, demands for more time and energy etc…. all this plays a sport spoiler for the show of retention.

2.2.5 Dr. Swati Ranbhor- Munot (2016)

The paper presented at the international journal highlights about the increasing employee turnover in the unaided/private schools. Teachers tend to leave the organization for monetary, non-monetary, as well as personal reasons. Teachers' turnover, attrition is all a very costly affair. Management spends huge amount for recruitment, selection, training and development of the teaching staff. The organization should try to stop this turnover, not only for financial reasons but also for the growth and development of the students.

With the rise of private education schools of different boards, the competition has reached its peak. In order to survive and succeed in such competitive market of the education sector the school management should make full use of its "human Capital" i.e. "Teachers".

As stated in the paper there are different reasons for the teachers' turnover

Monetary Benefits- Basic Pay, Increment, Public provident Fund, Dearness and travelling Allowance, Gratuity, Leave Travel etc.

Non-Monetary Benefits - Career Growth, Designation and Power, Recognition and Reward, Less Work Pressure, Healthy and conducive work culture, Superior subordinate relationship, Safety and Welfare, Ethics and Values etc.

Personal Factors - Family responsibilities, Spouse employment, Kids Education, Suitability, peer pressure, further study, Fear to change etc.

The paper focused on teachers' turnover in private school, which is related with the study under research. The attrition rates have soured high due to tough competition. The reasons related with monetary and non-monetary factors remains the same. (Objective 2)

2.2.6 Renu Singh & Mee Young Han (May 2016)

The report has highlighted the shortage of teachers for five core subjects like Maths, Science, Social Science and 2 languages in the schools as per the RMSA. It is clear from the analysis that both Karnataka and Madhya Pradesh are experiencing serious shortfall of meeting the RMSA (Rashtriya Madhyamik Shiksha Abhiyan) norm of minimum 5 subject teachers at secondary level. While Karnataka has 5.3 percent of secondary schools with the minimum five subject teachers, MP has only 1.8 percent of schools meeting the 5 subject teacher norm. Both states, however, have higher numbers of subject teachers spread across schools.

Recommendations and the outcome of the report

a) Better Teacher Recruitment and Deployment Policies to be framed
b) Better Planning to Ensure Demand and Supply Synchronization
c) Streamlining Recruitment
d) Clustering of Small Schools according to the teachers' availability.
e) Sanctioning of Posts by the state governments to make the teachers permanent.
f) Reservation of Seats in Colleges of Education Based on Subject Teacher Demand
g) Data Base of Teacher with Subject Specialization
h) Review of Two-Year B.Ed. due to vacant seats in the B.Ed. colleges.
i) No discrepancy between appointment of teachers and subjects taught in secondary schools

The database and the study conducted for the government schools in the state of Karnataka and Madhya Pradesh shows that there is teacher shortage in not only private schools but also government schools. The report is related to the study under research as the problems of attrition remains the same. (Objective 1 and 2) The teachers need to be protected, by framing better policies. The subject taught by the teachers should match with the qualifications so that the teachers doesn't lose his/her interest. The subject in which the teacher is not available creates problem to the students, their academic performance fall down drastically.

2.2.7 Bidisha Lahkar Das & Dr. Mukulesh Baruah (July 2015)

The paper focuses on the retention of the qualified teaching staff. Due to competition in the education industry teacher are tend to get job offers with lucrative salary and other benefits. The management of the education institute should not just promise of the retention factors, but take that extra mile in providing the factors that would help in job satisfaction.

At outcome of the paper states that the respondent teachers under investigation were not fully satisfied, they were with negative feedback regarding the facilities being provided to retain the staff. This study related with the study under research objective no 1. The management should not just preach but also provide with the facilities for the growth and development of the teaching staff.

2.2.8 R. Shanmugam & Dr. N. Giri Babu (2016)

This paper emphasis on the issue of attrition of the talented, qualified employees in IT industry as well as healthcare sector. This sector are witnessing the highest attrition rates, making retention as big challenge of the result oriented manpower.

The paper emphasis on examining the influence of organizational factors on attrition level, where the multiple linear regressions has been applied and the results are presented. The retentive forces of the retention policies are to be maximized and the debilitating forces to be minimized. The retention policies should be incorporated as part of the overall strategies. This would help the organization in attracting and retaining the human talent. Here we find a relationship with the study under research which also focuses on the retention policies of the management in objective no 1. The philosophy and the thought process of the management play a key role in the retention of the employees in the organization.

2.2.9 Rupesh Khare, Dimple Kaloya, Chandan Kumar Choudhary & Gauri Gupta (2011)

This study conducted under this paper is about the application of logistic regression technique to predict employee attrition risk, based on the demographic data of the employees who has left the organization, in other words they are separated from the organization. The paper presenter has taken pains to create the attrition risk model and process flow. The outcome attained from the model is presented systematically.

In logical regression approach, the data was modified and remodeled, the risk attached with each employee was assessed properly. The main motive is to help the organization to predict attrition in real time, so that necessary steps can be taken to prevent the loss of the human resource. The management and the HR department need to identify the critical human resource and try to retain such resource which has high potential to performing the work.

Among the various statistical predictive techniques available, Logistic Regression and Discriminant Analysis were the choice which would provide us with the closest solution. Logistic Regression in this case would give more accurate and close results as it does not assume conditions of multivariate normality and homoscedasticity.

This paper relates to the objective of the research under study, where in the demographic attributes, play an important role in understanding the attrition risk of the employee employed. The third objective of our study emphasizes on the attrition and its reasons to be evaluated from the management point of angle.

2.2.10 Sushmita Jha, Ajai Kumar Singhal (2014)

The paper presented at the international journal concludes that the corporates need to frame strategies to retain the talent within the organization. The employees need to be motivated, they are not just needed to accomplish the task, nut they are the dream, hope, creativity and innovation. The article in this international journal matched with the objective 6 of our study, which states that the corporates needs to follow the best practices and policies to retain the staff.

2.2.11 Dr Manasi Kurtkoti & Pratima Chavan (2009)

The paper presented focuses on the increase in the number of enrolment of the students in private unaided institutions, and the problem of attrition of teachers which is an imbibed from the western world has become a serious concern in towards education system.

The paper relates with the study undertaken by the researcher and matches with the first objective where the problems faced by the management of unaided junior college are almost the same. The day to day administration problem, adjustment with the new teacher, backlog burden etc. create an environment of miscommunication, misunderstanding and internal conflicts.

The recommendation given in the paper also shows similarity in one way, where the focus is on retention of the teaching staff which is objective one of the study.

2.2.12 Pradip Kumar Talapatra, Saket Rungta & A. Jagadeesh (August 2016)

The case study talks about the problem of attrition in the Indian Manufacturing Industries, and the strategies being framed for retention of the employees. Due to global competition and open opportunities due to boom in the manufacturing industry in the Indian economy, the employees tends to leave the job in search of a better pay package. The present article throws light on trends being followed in the manufacturing sector, reasons of attrition and strategies adopted for retention. The concluding part of the article relates to the study under taken as the reasons of attrition from the employee's point of view, where in the excess workload, no support from the management, no opportunities for growth are some of the things highlighted. The second objective of the study matches with the paper article.

2.2.13 M. V. Nappinnai & N. Premavathy (Nov. 2013)

The paper article in the international journal highlight the situation of the employee attrition and retention at a global platform. The article states that due

to globalization and fluctuation in the economy, the employers are finding hard to retain their best human resource. The demand of the employees are ever growing and their satisfaction levels have also gone high, now the organization to retain the staff has to match their expectation, if they do not, then there is always a chance of losing the employee. Due to high end competition and globalization the jobs are easily available.

The study presented in the International Journal has a match with the study under research, where the fourth objective speaks about the qualitative human resource loss. Be it India or America or any country in the work, the challenges remains the same. For retention of the employees, the HR heads needs to frame such strategies which would bring in win -Win situation for both the employer and the employee.

2.2.14 Dr. Sarabjeet Kaur & Ms. Ritu Vijay (2016)

Retail Industry works for almost 12 to 15 hours in a day and the employees find it difficult to match the expectations of the superiors and the management. The article talks and presents about.

The issue of attrition of the employees in the retail industry and the challenges in retaining the staff. The conclusion part of the article states that it's not only the monetary factor, that builds the base for attrition, but long working hours, whole day standing, standing to the expectations of the customers etc. really demands high end energy level. During the festive season the pressure of the work load and the harsh behavior of the immediate team leader or the supervisor adds to the attrition party.

The retail market is very large, it is overflown with ample of opportunities. The employees tend to move to another store or another retail outlet if they find excess pressure or workload. Due to attrition the cost of hiring the new recruit, training, etc. shoots up. The management should finds ways to fight with this challenge. The study matches with the study under research, the objective first and the fourth also speaks about framing the policies and the strategies to retain the staff and the management is concern about the qualitative human resource loss.

2.2.15 Deepti Sinha & Dr. Somesh Kumar Shukla (January 2013)

The study conducted highlighted the issue, that in which way should the employees be retained in the pharmaceutical sector. The findings shows that the respondents believe that the policies framed are only from the organization point of view, they are more employer centered. They are stressed due to targets completion, their superior are not accessible and do not find the right support. Long working hours, lack of post-retirement benefits, no job security etc. are the reasons which force the employee to think and join some other industry.

The study is related with the third objective of the study under research, in which the teachers are also concern about the attrition and shows their dissatisfaction with the management policies. The teachers working at the private unaided junior college do not get any post-retirement benefits. No bonus, long hours of work, stress, lack of job security etc.

2.2.16 Rohit Punnoose & Pankaj Ajit (2016)

Employees' turnover has become a key area of concern for all the organizations, be it manufacturing or service sector. It has impacted the productivity, good will,

reputation and the growth strategies of the organization. The HR department and the top level management needs to take serious action to retain their employees. The organization use machine learning technique which helps in predicting the employee's churn rate. But due to non-availability of fool proof data the output cannot be considered. The novelty of this study contribution is the application of Extreme Gradient Boosting technique also called as XGBoost. It is more accurate, precise and updated technique

The study concludes that a comparative study of different techniques were used to find the accuracy of the result, and it was proved that XGBoost classifier is superior algorithm to predict the turnover.

The review of literature of this study would give an insight of using the various classifier algorithm to predict attrition. This can be matched with the objective sixth of study under research where the management of unaided junior college should use such techniques to understand the attrition in the organization and simultaneously plan strategies for the retention of the teaching staff.

2.2.17 Prof. Yuvraj R. Patil (2016)

The article is about the solving the issue of attrition and finding the ways to retain the talented human resource of the organization. The companies needs to define and redefine their policies to make the employees feel comfortable, satisfied and motivated. The article presented in the international journal emphasizes on the supportive role of the management and about providing the friendly, cooperative environment to foster growth opportunities for the employees.

The article objective matched and are related with the study under research, here the objective one and three speaks about the retention policies, about the

evaluation of the reasons of attrition. The employees should feel their value in the organization, the feeling of belongingness and deep dedicated relationship would help the organization to retain the employees.

2.2.18 C. Balakrishnan, Dr. D. Masthan & Dr. V. Chandra (August 2013)

The paper presented have brought in the light about the problem of retention issues at an Indian International Airport. The airport authorities were facing problem due to attrition of not just the ground level key performing staff members but the highly skilled and experienced staff members were also leaving the organization. The high employee turnover was not just due to the monetary factors, but non-monetary factors also played a key role. The study confirmed that to retain the employees the management has to engage the employees in communication, reward and recognition, support from the superiors, training and development, team work and role clarity.

The study conducted relates to the study under research, where the objective second talks about the reasons of attrition from the teachers point of view. The reasons are more over the same for the non-monetary factors. The management need to study their own HR policies and frame strategic that would help to retain the employees.

2.2.19 Ankita Srivastava, Yogesh Tiwari & Hradesh Kumar (Nov – Dec 2011)

Business Process Organization (BPO) is one of the fasting growing businesses in India, they have attracted the cream of potentials from the Youth age, who can

adjust with their time shifts. Today this sector is also facing problems of attrition, as the youth are not dedicated, nor are they ever satisfied with their take home salary, their involvement with the organization is superficial, they are always ready to jump jobs etc. all this has created a churn of employees in this industry.

The findings state that the different generations with varied interest and thought process have been seen working together, so this becomes a big challenge to the employers. The management needs to take few steps like train the employees intelligently, give projects in which different generations work together, build strong work culture and provide opportunities for growth, recognize strong leaders/managers who can take this challenge to retain employees. This actions would surely help management to retain their people within the organization.

The paper presented in the journal is related with the study under research objective six and also objective five, where the management is concern with the qualitative human resource loss and also tries to find some solutions with the futuristic prospects to control attrition

2.2.20 R. Venkatesh and Dr. Srividhya (2016)

The paper presented in the international journal has brought before us the issue of attrition, through the primary data of collection of the questionnaire with various factors/parameters related to the job. The article of the paper is related with the study under research where the reasons of attrition from the employee point of view almost remains the same. The objective second of the research study as also brought the reality of the factors responsible for attrition.

The findings of the study give us an insight, that recognition and appreciation, welfare scheme for the long term (retirement), job security, training and development for decision making, customer satisfaction etc. plays a vital role in retaining the employees.

The finding also suggested that the demographic factors like age, gender, qualification etc. such be considered while making the policies which would help in retaining the staff members. The relationship both intra and interpersonal would help in organizational commitment towards the job, would help in retention.

2.2.21 Karthik Muralidharan and Venkatesh Sundararaman (May 2010 & Oct 2013)

The paper has highlighted the concept of contract teachers and its impact on the education system. The contract teachers appointed on contract basis for a period of 10 months and then renewed year after year, has for the time being solve the problem of teacher shortage in the government and private school across Andhra Pradesh. The contract teachers are not trained, not qualified nor are they experienced, they are locals residing in the same community and are in touch with the local students and the community people. Their appointment at the primary level for grade I & grade II has helped in teaching learning process as the female teacher being from the local community knows the students and helps them in grasping the concepts easily. The perception is that the inferior quality teaching would disrupt the formation of the base of the education. The government should increase the spending on education and hire the regular teachers for achieving the nationwide objective of right to compulsory education at primary level will be

fulfilled. The study under research have also talked about the repercussion of the appointment of the untrained and unqualified teacher for the unaided junior colleges. The process of teaching and learning gets hampered and the quality of teaching gets deteriorated. The final product i.e. the outcome of the process, the students would not have talent and required skill to present themselves in this competitive world. Their academic performance fall down drastically, the same related with the objective four of the study under research, where teachers attrition hamper the education goal and objective of the student.

2.2.22 Narendra Singh Chaudhary (November 2013)

The paper presented in the International Journal has highlighted the problem caused due to attrition in the management colleges/institutions in the education sector. In today's competitive world the term attrition and retention has posed a big challenge for the industry.

The author have drawn the attention towards the attrition in management institutions which is the area of concern, as the students here study to build their career and get themselves ready for the corporate world to be employable. Here too the reasons of attrition at such high post graduate level remain the same like uncooperative and bad attitude of a management, politics among, biased HR policies of management, low pay packages, no involvement of the professors in decision making process, height of nepotism, non-conducive environment, lack of grievance handling etc.

The paper is related to the study under the research in which the second objective briefs about the attrition issues from the teachers' perception.

2.2.23 Groznava, E. (July 2009)

The article in the e-magazine focuses on the problems faced by the foreign companies, which has ventured into India by investing huge capital. The problem is due to attrition of the staff from the company. The international companies are struggling to motivate and retain the employees in India. They are not finding the right person for the right job, even after trying various means to motivate and retain the staff. Due to which the companies have to shut don't he venture in India. The paper concludes that the international business have to redesign their reward and recognition package as pet the local culture. They have to understand the Indian psychology, the internal factors of motivation like family benefits, learning opportunities, providing change to go abroad, internal promotion etc. plays a key role in retaining the staff rather than the external factors. The article is related to the study under research, where in objective two and objective six states about providing the teachers with both internal and external motivation factors for retention.

2.3 International Scenario

This part of the chapter covers the literature review at international level. Various studies done at international level were referred by the researcher and the important takings from the same are listed below.

2.3.1 Simon, N.S. & Johnson, S.M. (August 2013)

What fuels high rates of teacher turnover in schools that serve large numbers of low-income students of color? Teachers who choose to leave such schools usually transfer to schools serving wealthier, whiter student populations, leading some researchers to conclude that teachers are dissatisfied working with poor, minority students. Teachers who leave high-poverty schools are not fleeing their students, but rather the poor working conditions that make it difficult for them to teach and their students to learn. The working conditions that teachers prize most—and those that best predict their satisfaction and retention—are social in nature. They include school leadership, collegial relationships, and elements of school culture.

The study focuses on the reason for the turnover of the teachers from high poverty schools due to lack of conducive work environment, this study is related with our research (objective two) which also states that one of the main reason for teachers attrition is not the students, but the lack proper working condition which hampers the teaching learning process. The teachers find it difficult to teach with the bare infrastructure and lack of required facilities. Our findings states that the management claims of providing the conductive working environment for the professional growth of the teachers, but the teachers have shown their disagreement for the claim.

2.3.2 Grissmer, D. & Kirby, S. N. (1997)

The paper was presented at the world bank/Harvard Institute for International Development Seminar on "Policies Affecting Learning Outcomes through Impacts on Teachers" held at Cambridge, Massachusetts.

The findings of the research was that the compensation policy needs to be revised and the teachers need to be given the fringe benefits as well as non-monetary benefits too. The Findings suggest -

1. Compensation policy initiative can increase quality and retention of teachers.
2. Increasing salaries to be more competitive with other occupations
3. Implementing differential pay plans for the shortage areas.
4. Developing performance based compensation plans
5. Non salary initiatives such as teachers induction program, professionalization of teaching, assistance with social/emotional behavioral problem of children.

Enduring teacher quality requires institutional reform in the teacher preparation and compensation system. (Source: ERIC)

The finding of the above study emphasizes on the salary and compensation plans, which also related to our study that to retain quality oriented staff as stated in objective five and enhance the organizational efficiency the teachers needs to be paid at par with the industry standards of the profession as well as the other occupation. There has to be a performance based incentive scheme, but the findings of our study states that the management does not provide with such benefits.

2.3.3 Theories of Motivation

The researcher has also reviewed and understood various motivational theories given by management gurus and psychologist which help an organization to motivate their employees to perform well.

Motivation is that inner feeling, a sense of belongingness which driven the inner force of an individual to work more efficiently for the organizational growth as well as professional growth.

An overview of motivation theories

a) Maslow's pyramid of hierarchy of needs theory.
b) Alderfer's ERG theory
c) McClelland's Achievement Motivation Theory
d) Adams' Equity Theory
e) Herzberg's Job Design Model
f) Vroom's Expectancy Theory
g) Hackman & Oldham's Job Characteristics Model

Introduction

Motivation is the soulful feeling of satisfaction which help an employee work whole heartedly for the growth and prosperity of the organization. Motivation is vital and essential for every human being at some phase of life. Through positive motivation an organization can drive its work force towards the achievement of the goals. It is through this motivated employees, the work environment becomes more positive, targets are met, goals are achieved, and the success ratio climbs to a newer heights.

The management of the organization should take into consideration the motivational factor which would help retain the employees as well as build strong work culture. Motivation factors can be monitory or non-monitory benefits provided to the employees.

Various theories proposed state that the employees at different levels should be motivated differently. The same formula doesn't work for all and at all levels. Everyone has a different notion of motivation. This can also be seen in Maslow's hierarchy of needs theory.

(http://www.analytictech.com/mb021/motivation.htm)

2.3.4 Maslow's Pyramid of Hierarchy of Needs Theory

Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in Psychological Review, proposed his motivational theory of hierarchy of needs comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid.

Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Maslow used the terms "physiological", "safety", "belonging and love", "esteem", "self-actualization", and "self-transcendence" to describe the pattern that human motivations generally move through. This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency needs (*D-needs*), and the top level is known as growth or being needs (*B-needs*).

(Saul McLeod, S. 2017) https://www.simplypsychology.org/maslow.html

The original hierarchy of needs five-stage model includes:

1. Biological and physiological needs - air, food, drink, warmth, sex, sleep.
2. Safety needs - protection from bad elements, security, order, law, stability, freedom from fear.

3. Love and belongingness needs - friendship, intimacy, trust, acceptance, receiving and giving affection and love, being part of a group (family, friends, work).

4. Esteem needs - which Maslow classified into two categories: (i) esteem for oneself (dignity, achievement, mastery, and independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige).

5. Self-actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences. A desire "to become everything one is capable of becoming"

Maslow's need theory teaches us that the management of the organization should categories the work force and understand the need pattern of each group of employees. The management should provide the group with their requirement need to achieve the goals.

The management of unaided junior colleges should fulfill the basic needs of the teacher's by providing them with better salaries. They should provide them with job security by giving them the status of permanent teacher. The teachers should be given respect and be treated as humane. Thus by following the concept of Maslow's theory the teachers can be motivated and be retained in the organization.

2.3.5 Alderfer's ERG Theory

Clayton Alderfer ERG theory in psychology has proposed as an extended new version of Maslow's need hierarchy theory. The Alderfer's model condenses Maslow's five human needs into three categories: Existence (material and

physiological), Relatedness (social and external esteem) and Growth (internal esteem and self actualisation).

To bring Maslow's need hierarchy theory of motivation in synchronization with empirical research, Clayton Alderfer redefined it in his own terms. His rework is called as ERG theory of motivation. He recategorized Maslow's hierarchy of needs into three simpler and broader classes of needs:

- **Existence needs -** These include need for basic material necessities such as food, clothing, shelter etc. In short, it includes an individual's physiological and physical safety needs.
- **Relatedness needs -** These include the individual's aspiration of maintaining significant interpersonal relationships with family, friends, peers group or superiors, getting name, fame and recognition. It is the same as Maslow's social needs and external component of esteem needs.
- **Growth needs -** These include need for self-development and personal growth in terms of personal, professional as well as spiritual. Growth above the worldly luxuries and physiological need. Maslow's self-actualization needs and intrinsic component of esteem needs fall under this category of need.

By this theory the management of the junior colleges should attach the motivational factors with the existence need and relatedness needs. This would help the teachers being retained in the organization.

(https://www.yourcoach.be/en/employee-motivation-theories/erg-motivation-theory-alderfer.php)

2.3.6 Mcclelland's Achievement Motivation Theory

David McClelland in his book "The Achieving Society", 1961 identified three motivators that he believed are common to all the individual, a need for achievement, a need for affiliation and a need for power.

McClelland's Achievement Motivation Theory states that an individual's specific needs are acquired over the passage of time according to experiences that he gets from his life. He described three types of motivational need: achievement motivation (n-ach), authority/power motivation (n-pow) and affiliation motivation (n-affil).

The management should understand their employees and then segregate them accordingly. The inner drives of the employees should be understood and acknowledged. They should be given the task which matches their self-drive.

(https://en.wikipedia.org/wiki/Need_theory)

2.3.7 Adams' Equity Theory

Equity theory was first developed in the 1960s by J. Stacy Adams, a workplace and behavioral psychologist. Adams' Equity Theory states that people seek to maintain a balance between their inputs and the outcomes they receive. It is the called the justice theory where both the sides are balanced for equally. The employees that bring their skill, labour, knowledge and strength should be paid accordingly. Fair treatment creates motivation. It adds a crucial additional perspective to motivation theory, of comparison with 'referent' groups.

The management of junior college should also follow the equity theory which would help them to focus on justice and create a balance between the teachers

being paid according to their potentials. There should be performance based appraisal and should be attached with rewards, fringe benefits etc.

(https://en.wikipedia.org/wiki/Equity_theory)

2.3.8 Herzberg's Job Design Model

In 1959, Frederick Herzberg, a behavioural scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. Herzberg's Job Design Model is the most widely replicated and used in business. It splits hygiene factors from motivation factors. Herzberg had close links with Maslow and believed in a two factor theory of motivation He argued that there were certain factors that a business could introduce that would directly motivate employees to work harder (motivators). However there were also factors that would de-motivate an employee if not present but would not in themselves actually motivate employees to work harder hygiene factors.

1) **Motivators** (e.g. challenging work, recognition for one's achievement, responsibility, opportunity to do something meaningful, involvement in decision making, sense of importance to an organization) that give positive satisfaction, arising from intrinsic conditions of the job itself, such as recognition, achievement, or personal growth.

2) **Hygiene factors** (e.g. status, job security, salary, fringe benefits, work conditions, good pay, paid insurance, vacations) that do not give positive satisfaction or lead to higher motivation, though dissatisfaction results from their absence. The term "hygiene" is used in the sense that these are

maintenance factors. These are extrinsic to the work itself, and include aspects such as company policies, supervisory practices, or wages/salary. **(https://en.wikipedia.org/wiki/Need_theory)**

2.3.9 Vroom's Expectancy Theory

Victor H. Vroom (1964) defines motivation as a process governing choices among alternative forms of voluntary activities, a process controlled by the individual. Vroom's Expectancy Theory separates effort from performance and outcomes. It works on perceptions, and assumes that behavior is the result of conscious choices among alternatives aimed at maximizing pleasuring and avoiding pain. He introduces the concepts of Expectancy (increased effort will lead to increased results/performance), Instrumentality (performance attached to a valued outcome) and Valence (value placed on the expected outcome/reward).

Expectancy theory has three components: expectancy, instrumentality, and valence.

1. Expectancy: effort → performance (E→P)
2. Instrumentality: performance → outcome (P→O)
3. Valence: V(R) outcome → reward

Motivational Force (MF) = Expectancy x Instrumentality x Valence

The management of the unaided junior college should consider these three factors explained in vrooms expectancy theory. They should link the efforts with the performance, performance with the outcome, outcome with the reward and motivate the teaching staff to give the best for the organization.

(https://en.wikipedia.org/wiki/Expectancy_theory)

2.3.10 Hackman & Oldham's Job Characteristics Model

In this model Hackman and Oldham's they focuses on the task given to the employees itself. They identified five core job characteristics viz. Skill variety, Task identity, Task significance, Autonomy and Feedback. According to them these five job characteristics influences three critical psychological states i.e. Meaningfulness, Responsibility and Knowledge of outcomes. The influence of job characteristics on the psychological state, in turn, influences the motivation and work outcomes. The employees has higher job satisfaction, the performance and efficiency increases, the motivation and the morale is high, this reduces the absenteeism and turnover. The theory suggest that an organization can develop and design their own key components of a given job and evaluate the level of motivation of the employees.

Hackman & Oldham states that if all five characteristics are combined and taken together, it will give us a single figure or index. Now this single figure or index will act as the indicator of the overall motivating potential for the job being evaluated or redesigned. By find the results, the organization would be able to find the positive or negative behavior and attitude of the employees towards their job.

This figure or index is called the MPS, or the "motivating potential score".

Using all five core job characteristics, the formula for the MPS is:

MPS = (Skill variety + Task identity + Task significance)/3 X Autonomy X Feedback

In the research under study he management representatives of the unaided junior college has given their positive feedback in understanding the job characteristics

which motivates the teachers for continuing their job. This help the management to understand the employees psychological state and this would it turn help them design the motivational factors for the employees. The teaching staff in the junior colleges need to be retained for the growth of the organization.

(https://en.wikipedia.org/wiki/Job_characteristic_theory)

2.3.11 Bernard Weiner's Three-Dimensional Theory of Attribution

Bernard Weiner's Three-Dimensional theory of attribution assumes that people always find answers for and try to determine why we do what we do. According to Bernard Weiner, the reasons that we attribute to our behavior can influence not only our present behavior but also how we behave in the future.

Any failure in the life, be it as a student failure in the exam, or a broken love, or an unsuccessful work life, all this has an impact on our life in greater way. The characteristics of the attributes can have a positive or a negative impact on our future endeavor.

According to Weiner, there are three main characteristics of attributions that can affect future motivation and behavior

1. **Stability** – stable attributes are those which remains stable for the rest of the life, whereas unstable factors are those which are not permanent, they can which the changing time or situation. For example a student who is mediocre in studies and hasn't fair well in his exam, here mediocre is a stable attribute, but a students was ill during his exam and hasn't fair well, now the illness is unstable attribute. According to Weiner, stable attributions for successful achievements, such as passing exams, can lead to positive expectations, and thus higher motivation, for

success in the future. However, in negative situations, such as failing the exam, stable attributions can lead to lower expectations in the future.

2. **Locus of control** – Locus of control is the center point factor which has caused the event. It can be an internal or external factor. Now students failing the exam because he is not smart enough is an internal cause, but a student failing due to illness or poor teaching is an external factor. In the first case the student may be less motivated in future, and in the second case the student may not experience demotivation.

3. **Controllability** – It is the ability to have control over the situation or not having control over the situation. If an individual believes his performance was substandard, though he could control the situation, his may be less motivated in near future to perform the same work. Now if the situations are not under an individual's control than he would believe that the failure was because of factors outside of their control, he would not be demotivated.

The management should make sure that the specific feedback given to the employees can motivate them and can improve their efficiency. The theory focusses that the management should help prevent the employees from attributing their failure to an innate lack of skill and see that success is controllable if they work harder or use different strategies.

(https://en.wikipedia.org/wiki/Bernard_Weiner)

2.3.12 The Human Relations Theory Of Management By Professor Elton Mayo (The Hawthorne Studies)

The human relations theory of management was developed by Prof. Elton Mayo in the early 1920's. It were the day of industrial revolution where production was

the prime focus, the productivity would count for the success of the business, Prof. Elton Mayo proved that it's the human resource that plays an important role in production and not the machines. Therefore if the employees are motivated, inspired and encouraged to participate they would work to the fullest of their capacities, thus increasing productivity many folds. Mayo's famous 'The Hawthrone Experiments' have proved mantra for increasing the productivity.

According to Prof. Elton Mayo's studies most influencing factor for increasing the productivity are relationships. The researchers realized productivity increased due to relationships and being part of a formal or informal group where each employee's work had a significant effect on the team output. The result is the increased attention would increase the motivation and productivity, which is what called as the Hawthorne Effect.

The management of the junior college should cash on the peer influencing factor in which the teachers work. The team work and the importance of each member, their relationship, bonding for each other etc. plays a vital role in retaining the teaching staff in the organization.

(https://en.wikipedia.org/wiki/Elton_Mayo)

2.3.13 Job Embeddedness Theory

Mitchell, Holtom, Lee, Sablynski, and Erez (2001), are the profounders of Job Embeddedness Theory, which offers a method of discovering why people stay in an organization.

Job Embeddedness is defined as the on-the-job and off-the-job factors associated with individual links, fit, and sacrifice. An individual working in an organization has lot of attachments with this work environment, his team members, his formal

hierarchy, informal group, community beliefs, designation etc., now when he thinks to leave the job then he has to sacrifice all this attachments, which are his box of comfort zone.

Mitchell and others state that there are three domains of Job embeddedness, what they call as Links, Fits and Sacrifice.

1. **Links**: Links are defined as "discernible connections between people and institutions" Links is further divided into two factors: organization links and community links. The more links to the workplace or community, the more highly embedded individuals will become and there are inherent pressures to stay at one's present work.

2. **Fit**: Fit is defined as an "employee's perceived compatibility or comfort with an organization and with his/her environment" and also splits into two factors: fit organization and fit community. The closer one's personal views, values, and goals are aligned with those of the organization and/or community cultures, the "higher the likelihood that an employee will feel professionally and personally embedded".

3. **Sacrifice:** Sacrifice is the third domain of job embeddedness. Sacrifice refers to the "material" and "psychological" benefits that an employee would lose at any given time if he or she choose to leave the organization. Sacrifice is separated into two factors: sacrifice organization and sacrifice community. The greater the sacrifice, the more difficult the decision to leave will be.

The junior college teachers too should be embedded into their job factors. The management should take care of the three domains which would work for the retaining the teaching staff in the organization.

(https://en.wikipedia.org/wiki/Job_embeddedness)

2.3.14 Total Quality Management Theory

Prof. Dr W. Edward .Deming has propounded the theory of Total quality management in which he talks about changing the entire organization from the quality point of view. It is effort by the management of the institution to make permanent change, by changing the work culture and the environment of the organization to more energetic and agreed upon approach. It's just not about the final product that an organization sells, but it's about the quality of the raw material, processes, semi-finished good, finished goods, transportation, the packaging material, the salesmen, after sale service etc. It about the continuous improvement in the processes and finished goods.

In the same manner the management of private unaided junior colleges have to work hard in providing the total quality management approach in the organization. This would improve the working of the college, help develop the quality of the teachers and their teaching methodologies. The staff would be motivated and inspired to work in such conducive, positive and energetic environment, this would also reduce the attrition of the teaching staff.

(https://en.wikipedia.org/wiki/Total_quality_management)

2.3.15 Douglas Mcgregor Theory X and Theory Y

The human behavior aspect at work, both the positive and the negative aspect is propounded in the theory X and theory Y. For Douglas McGregor, the individuals with the negative approach or thoughts were theory X and individuals with the positive approach or thoughts were theory Y. He found that the both the type of

individuals cannot be motivated with the same set of motivation, both the types require different way of supervision. The managers needs to understand the nature of the individuals and accordingly treat them with different sets of supervision style. Understanding human nature and psychology, is a must at the leadership level, because the leaders have to deal with human as the most important resource.

Theory X: States that the employee does not like to work, they try to find excuses to escape from the job. The managers need to persuade, compel or warn them to get the work done. They have to scold and use the stick method to get the work done. Here the employees are more pessimistic, adamant, arrogant and ill-behaved.

Theory Y: States that the employees are very much interested in doing their jobs, they use their skill and potentials to complete the work assigned to them. These motivated employees does not require any scolding, warning or threats, but are self-directed, self-controlled and dedicated towards their work. Here the employees are more optimistic, natured and well behaved.

The managers have to deal with such different lots. They have to use their talent in supervising them, through different ways of encouragement.

This theory of Douglas McGregor can be used by the management of unaided junior colleges to motivate guide and supervise the teaching staff. Some of the teaching staff falls in theory X and some of them in Theory Y. The study under research objective six talks about the future prospects and policies to control attrition. Theory X and Y can be useful to manager to deal with each type of employee.

(https://www.managementstudyguide.com/theory-x-y-motivation.htm)

2.3.16 Baah, Y. Otoo, K. N. & Osei-Boateng, C (2009)

The study report on teacher's attrition in the pre-tertiary educational system in Ghana. Ghana being poor and underdeveloped nation, the standard of the education system is not at par with the other countries in the world. The high rate of teacher attrition is due to poor working condition, poor pay package, no fringe benefits, no infrastructural support etc. The condition is further worst in the rural areas with lack of basic necessities of life such as potable water, electricity and health facilities among other. There is no scope for a teacher for self-development, as well as development of the children. This has considerably reduced morale in the teaching profession and diminished its appeal. Due to the poor working conditions often force teachers to hold multiple jobs for sustaining in the society, all this kill the spirit and the quality of a teacher.

The findings of the study matches with the finding of the study under research. Ghana government should provide with basic amenities with conducive working environment for the teacher. The teachers should be paid well, they should be respected, and the teaching profession should be considered of statistical importance for the growth of the country.

The study under research in its objective three recommends about the better pay packages, healthy and conductive work environment, benefits to the teachers etc.

2.3.17 Symeonidis, V. (March 2015)

The global union representing the teaching and non-teaching fraternity worldwide conducted a study about the factors affecting the status of the teachers

and education workers. The study was commissioned by an international body called Educational International, which promotes, defends and fights for the rights and status of the teachers. The study also provided valuable suggestion and recommendations to improve the status of the teachers by making necessary changes in the internal HR policies of the institution.

The report was presented to the Joint International Labour Organisation (ILO)/United Nations Educational Scientific and Cultural Organisation (UNESCO) Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART).

The report brought few points related to the attrition issues and to solve the attrition problem, the teachers should be provided with job security, salaries and better working condition. The institution should also give the opportunity for a teacher to grow in professional terms, their involvement in decision making, and their attachment mentally and emotionally with the work and the institution would help retain the teaching staff. The quality of training given to the teachers, would enhance their skill and in turn help the teacher to pass the knowledge to the students in most effective manner.

The teachers should be a part of large forum, where they are involved in decision making process with the authorities. A strong public education system for teacher representation to advocate and ensure academic freedom for novelty of ideas and innovation should be given preference.

The report is related with the study under research, where the objective one and objective six briefs us about the retention of teachers and the means and ways towards futuristic approach.

2.3.18 Boe, E. E. Cook, L. H. & Sunderland H. R. (September 2008)

The study highlights the problem of teacher turnover and the problem faced by the special education schools as well as the general education schools. (National Commission on Teaching and America's Future, NCTAF). The study focusses on the various types of attrition and the reasons for the attrition problem. There are beginner teachers' attrition, teachers leaving the profession for taking job in different occupation. The study concludes that the situation of teacher attrition would not change and remain so in the foreseeable future without dramatic improvements in the organization, management, and funding of public schools. Until then, an increased supply of qualified teachers is needed to reduce teacher shortages created in large part by teacher turnover. The solution lies with the organization where the teacher works. If the management turn positive for the teachers demands and provides an environment for the growth of teaching learning process, as well the funding of the schools by the government and the bureaucratic authorities framing policies can really solve the teacher turnover issue at large.

The above study related to the objective six of the study under research, where the framing of the policies at the national level for both the private and public schools, the organizational approach in dealing with the teacher attrition would play a vital role in solving the issue.

2.3.19 Karsenti, T. & Collin, S. (2013)

The main focus of the study is about the new teacher joinee leaving their jobs. The majority of the drop-outs reported in this study occurred within the first five years of teaching (including 50% within the first two years), which supports and confirms the argument that the professional orientation phase is particularly conducive to teacher attrition When survey was conducted the reasons of the new teachers joinee to leave the organization was the workload, not just in the school but outside the school too i.e. at home. . Due to the heavy workload the teachers are not able to balance the family life and the resultant lack of time were the main points for teacher leaving the profession. Classroom management and difficult students were also major challenges for new teachers, whatever the subject being taught. In fact, classroom management is a destabilizing feature that confronts beginning teachers from the start.

Now the question arises as to how do we prevent the teachers from leaving the profession? Based on the results, the new teachers should be provided with some support in general and better administrative support in particular. They should be given university training to gain the requisite skill to handle the students, along with specific conditions for beginning teachers they should be given lighter workload, and strategies to provide them with help when they experience problems. Above all, the most often cited need by the respondents concerns an aspect of professional induction is the mentoring, which appears to have a positive impact on professional insertion and the prevention of attrition. The mentor can be an experienced teacher, or a senior staff from the organization to guide and support the new teacher from the problems faced.

The study conducted at Canada is related to the study under research in a way where the objective five also states that the qualitative human resource loss to the organization due to attrition should be considered. The teachers should be provided with less workload, the concept of mentorship should be given which would help curb the attrition issue.

2.3.20 Norma Ghamrawi, N, & Jammal, K. (March 2013)

The paper presented in the international journal states that the leadership plays a vital role in retention of the staff. Good leaders can motivate, mentor the employees and help the organization in building the cordial relationship with them, which in turn would make them loyal and dedicated towards the organization. The paper states that the transformational leadership style has negative influence whereas the transactional leadership bears the positive influence on career stress. The transformational leader can make the employees relaxed and work with ease and encouragement.

The career stress can lead to discomfort, frustration, and even turnover.

The school/college leaders have to be more dynamic and energetic, they have to work for the retention of the teachers. Principals have to be more transformational and demonstrate the skills which would make the teachers feel valued. Leaders are meant to foster the collaborative process and empower the teachers with the trusting relationship and help them growth with the organization.

The above study is related to the study under research, and relates with objective one which talks about the retention of the teaching staff, and also with the objective four of the study which state the qualitative human resource loss due to attrition.

2.3.21 Meehan, M. F. (2003)

The study was conducted at the elementary and the secondary schools where the Total Quality Management concept was implemented for 3 years. The recording of the data and the feedback of the teachers were taken. It was revealed that due to TQM, the attrition rate fell down drastically. The teachers found themselves in more comfortable and conducive environment. The attrition of certified personnel's was arrested to certain extend. The total quality management is a tool which is difficult, comprehensive and taken a lengthy time to be implemented. It requires dedication and full commitment from the school leaders and top management.

The sixth objective of the study under research, where the futuristic prospectus and practices to keep a check on attrition are highlighted. TQM can be one such approach which would change the entire outlook of the organization and enhance the quality, goodwill and repute of the organization.

2.3.22 Alao D. & Adeyemo A. B. (March 2013)

Employee while leaving the organization carries with them the knowledge about the policies, rules and regulation, working culture details, strategies adopted by the management etc. of the institution. All such information can give an added advantage to the competitor, if the employee from the organization joins the competitors firm. The employee can reveal all the secrets of the firm, which can be used by the competitors to give big blow to the company. The organization should identify employee related attributes and personality traits which would help the HR department to predict the attrition of the employees. The study was

conducted at Nigeria, the data was collected from one of the Higher Institution and various demographic and job related records were collected for study.

Special analytical tools were used to generate decision tree models and rule sets. They used Waikato Environment for Knowledge Analysis (WEKA) and See5 for Windows for the study. The Waikato Environment for Knowledge Analysis (WEKA) and See 5 for Windows data analysis software were used to generate five decision tree models and two rule-sets. The results were used and a predictive model was developed to predict the cases of employee attrition.

The results showed that the employees who were associated with the organization for longer duration were frustrated with their salary, as the increments were not reasonable. The second point put forth from the result is that the new joinees at the lower rank, feels that the salary in this organization would not increase, nor will they be given promotions for higher ranks. In both the situations the employees would leave the organization, this prediction can be found from the above software analysis.

The researcher in this objective sixth talks about the future prospectus and policies, the management of unaided junior colleges can always think about installing such software which would help predict the employee attrition, as it's the need of the hour. The predictions can help the management to have face to face talk with the employee and his decision can be influenced and changed.

2.3.23 Shapiro, H. Martens, J. Ericson, G. & Rohm, W. A. (December 2017)

In this article the reference is about development of the Azure Machine Learning with reference to the customers leaving the product and the organization and turning towards the competitor's product or service. The loyalty of the customer is all lost due to the market attractions and innovation. This attrition or churn of the customer is the concern which has troubled the management of the companies to think beyond the box and find ways to analysis and measures to solve this problem. Here customer churn analysis project is developed by using the tool of analysis called as Azure Machine Leaning. A generic framework of the scoring models and other data algorithms were used to analyze predict the reasons of customers churn. Finally the results were compared with the other algorithm methods in SAS which is a leader in analytical software in the industry. The objective six of the study under research also points the futuristic approach in education sector. Let the education industry also go beyond their conservative approach and follow the corporate style of attrition analysis, to arrest the problem of attrition.

2.3.24 Education for All Global Monitoring Report (GMR) and the UNESCO Education Sector (April 2015)

The paper released at the global level talks about the shortage of the qualified teachers worldwide and the problem of attrition and retention of the teachers. In 1990, the declaration for improving the quality of education i.e. Education for All (EFA) was passed and adopted in Jomtien, Thailand and the action plan for the above policy was framed in 2000, the Dakar Framework, which declared that quality education is the right of every child.

Now to provide quality education, qualitative human resource is required, i.e. the trained, qualified, dedicated and experienced teachers' needs to be brought in, but the problem of teacher attrition is an alarming and grave problem, which need to be addressed at global level. The requirement of the teaching staff would increase in near future and this would build in pressure on the policy makers, government as well as the authorities to solve and finds solution for the problem. As per the study and the analysis by the UIS (UNESCO institute of statistics) in 2014 the requirement of the teacher in 2030 would be 27.3 million primary teachers. Every year 190,000 teaches needs to be recruited for sufficient teaching supply to meet the universal demand and the provide quality education right to every student.

Recommendations states that to attract the best teachers, the monetary factors and the value of teaching profession needs to be revamped, to find and recruit and retain quality oriented teaching staff where required, provide the teachers with the training and development and also allow them to improve their professional talent by collaborative and research oriented methodologies.

The study under research also talks about the future prospects in the objective six, where the management needs to take various steps to retain the quality oriented teachers.

2.3.25 Khan, P. (December 2014)

In this paper presentation, the presenter has taken 120 girls from the primary school in Peshwar Pakhunkhwa, province of Pakistan as the universe and only 50% of the students were randomly selected as the sample. The paper given us a brief of impact of teachers on the academic performance of the students. The teachers should be motivated, their morale should be high so that they can teach

with the best of their abilities and knowledge which would enhance the skill and the interest of the students resulting in the increase in the academic performance. But if the teacher is less motivated, lost and deprived of her basic needs at the school environment, then such teachers won't be able to give their 100% in the teaching. This would be a big loss for the students and their interest, resulting in the poor performance at the academic front.

The paper concludes that the teachers who have joined the school is due to religious affiliation which would give them prophet hood and thus gain respect in the society. They want to inculcate in the young children the Islamic values. Some joined this profession for money, others were left with no choice and few just wanted to enjoy holidays in this profession.

But at the end it is motivation, to help the organization to retain the teacher. The motivated staff would not leave the organization and would tend to work harder towards the progress of the academic performance of the students. This article is related with the study under research, as the objective four states the effect of attrition on the academic performance of the students. The teachers who are less motivated with low morale tend to leave the organization causing attrition problem.

2.3.26 Madhuwanthi, L. A. P. (2016)

The paper presented by the author, has briefed about the appointment of the Elderly Teachers, as a solution to the problem of attrition in the private sector schools in Srilanka. Using the methodology as the semi-structured interview with the school leaders to understand the need of appointment of elderly teachers, was found that the shortage of English medium, qualifies and trained teachers has

forced the schools to take such step. Though this elderly teachers might not be qualifies, experiences or expert in pedagogical knowledge, but due to their maturity and experience of life, they contribute to be as an administrators, mentors and the guardians to the students. Other reason being the financial crunch of a small school or newly stated school, appoint this elderly teachers to balance the operational cost of the school.

As stated in the report of the UNESCO, that the requirement of the teachers at all the levels would increase by 2030, the schools have come up with such solutions like appointment of retired teachers, untrained or unqualified teachers, contract teachers, voluntary teachers, intern teachers etc. such teachers are provided with on job training as well as through seminars, workshops they are provided with the gist of the work to be performed.

This can be seen as a short term solution, for the attrition, but can ruin the teaching learning process in the long run. The article is related with the study under research (Objective six) which talks about the future prospects and solutions to tackle the attrition problem. Do understand that such solutions are like double edged sword, if not handled with care can rip your organization.

2.3.27 The World Needs Almost 69 Million New Teachers to Reach the 2030 Education Goals (October 2016)

The world body, UNESCO, has tabled the problem of teacher shortage around the world, and the need to retain the teachers to attain the objective of Education for All (EFA) through the Right to Education. UIS (UNESCO institute for statistics) has release the report which states that to achieve sustainable development goal 4 (SDG 4), to ensure equitable quality education and promote lifelong learning

opportunities to all the world needs to look to retain the quality teachers. The world is approaching the 2030 deadline, to achieve the set goals, for this the countries have to recruit 68.8 million teachers in which 24.4 million in primary section and 44.4 million in secondary section to fulfill the demand for the situation. There is an acute shortage of teachers in sub-Saharan African countries, where 70% shortage of teachers in primary rising to 90% in the secondary level. The world is trying to find the solution to the attrition issues, driven other than retirement. The retention of the teachers is only possible by providing the conductive working condition, high salary, better school environment, other benefits etc. all such can attract the young dynamic teachers who have switched the teaching profession.

The report of UNSECO also states about the retention of the teaching staff for which the need and the demand of the teaching staff needs to be taken care off. The report presents is related to the study under research, where the objective one and objective two highlights about the retention of the teaching staff and the causes of attrition.

2.4 Research Gaps Identified in the Proposed Field of Investigation

The researcher, while referring the review of literature on the proposed research topic identified gaps which are stated as below.

1. The attrition of the teaching staff in the junior colleges were not specifically studies.

2. The researcher found that the importance of the adolescence age and impact of the attrition on the students' academic performances needs to be studied.
3. The impact of attrition on the goodwill and reputation of the junior colleges were studied in narrow scale.
4. The qualitative human resource loss (teachers) to the organization, were studied in bits and pieces in the private unaided education institutes.
5. The difference between retention policies framed by the private management and the government organization.
6. Reasons of attrition from the teachers' point of view other than monetary were also studied in narrow scale.
7. Various ways of handling the attrition problem by the management of private educational institution though studied in brief at times, but couldn't find impeccable literature on the solutions.
8. The attrition of the teachers and impact of it on the dropout ratio of the students in the junior colleges.

2.5 Conclusion

The list of review of literature shows that, the researcher have referred extensively both from the national and the international study. It is observed from the above list of review of literature, that very limited research is available on the topic of attrition of the teaching staff in junior college from the national context point of view. Researcher could collect certain international studies related to attrition of the teaching staff, which has flagged a directorial path for the current study. The study has referred various theories related to the motivation of the employees, job

retention theories, the job embeddedness theory, job characteristics theory etc., which has helped the researcher to study in depth the reasons of attrition and frame the objectives of the study accordingly.

It was due to extensive review of literature both at national and international level from the internet sources and library sources that has helped frame the hypothesis of the study. Past studies shows that the attrition of the teachers is the area of concern, hence researcher had framed hypothesis stating that **the management is significantly concern with the attrition of the teachers**. There are studies that emphasize the importance of human resource management during the process of providing quality education and nurturing the students at all levels. Education sector being the one of the core service industry, the human element cannot be avoided or ignored, for this the researcher has framed the hypotheses that **the management shows the positive approach towards the future prospects and practices to control attrition.**

The study has revealed the impact of human resource for the growth and development of the education institute. The junior college require trained, qualified and experienced teaching staff which would enhance the quality of teaching learning process, so the management follow a precise and strict process of appointment, the researcher has framed the hypothesis as **there is a significantly uniform process for the selection and recruitment of the teachers.**

The comparative study of results of the academic performance of the students, reveals that the gap created due to resignation of the teacher from the job have affected the performance of the students on the academic front in that subject as well as the overall performance in the examinations. Understanding this impact

the researcher has framed the hypotheses that **attrition of teaching staff significantly affects the academic performance of the students.**

The teaching staff too needs to understand that the importance of their services in the life of a student, at the organization, in the society and the nation at large is irreplaceable and the impact factor of their work is also seen at the nation's progress. At their hands moulds the future of any country, so they should be very serious towards their job. The teachers should be made aware of their roles and responsibilities towards the students and the institution. The researcher has framed the hypothesis that **there is significant awareness about the loss caused due to attrition among the teachers.**

Though the study is limited to a specific geographical area of Mira Bhayandar and also to the particular section of the education journey that is the junior college, but the fact remains the same for the entire education sectors, that the attrition of teaching staff is an area of concern and needs to be addressed at a larger platform with strong policies at the Centre and the state. The private sector catering to education industry needs to study the significant impact of attrition on the stakeholders.

Chapter - 3

Research Methodology

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Chapter - 3

Research Methodology

3.1 Introduction

The chapter, research methodology covers precise details of research procedure followed by the research scholar. The chapter provides us with the significance of the study and various methodologies used. The research was conducted using the primary data collected through the questionnaire and interview schedule. Secondary sources of data were also used to understand the broader view of the attrition issue. The chapter also highlights on the problem, hypothesis, objective, scope of the study. The population and the selected sample for the study are also specified in this chapter. The data was subjected to appropriate statistical processes which were used for hypothesis testing.

Annexure covers the specimen of questionnaire used for collecting primary and raw data from respondents. This chapter also comprehends the detailed analysis of high attrition issue found amongst educators in independent/unaided junior college spread across Mira-Bhayandar. Descriptive and Inferential analysis outcomes are taken for the acceptance or rejection of hypothesis.

3.2 Significance of the Study

The attrition of educators at colleges is a problematic and alarming situation in the proposed research area. This has compelled college authorities of self-financed/unaided institutes to give a serious thought to find solution towards the grave situation. The turnover ratio of faculties is very high & has developed into an alarming concern. Every management is trying its level best to retain trained, qualified and experienced educators. In-spite of all their efforts, they are helpless in the competitive and informative era of google and globalization to hold cream human assets. Competition is at its highest peak, retaining of educators is challenging for executive and governing councils of the colleges. To overcome this challenge they (committee) needs to shell their comfort zone, build a healthy environment to foster growth of faculties & institution. All-encompassing growth plays an essential role in enhancing the potentials and capabilities of the institution. For retaining the staff, management must mentally, emotionally and monetarily satisfy the teachers. A sagacity of belongingness among the educators can boost morale's high. Levels of professional achievements of the 3 D's i.e. determination, dedication and devotion can be achieved.

Research studies will provocate the thoughts of college authorities and change their outlook and broaden their perspective towards attrition issues, reasons and solutions. The amendment of policies is the need of hour. The controllable factors within the reach of the management should be dealt with seriousness. This would bring in some relief from the attrition issues at the college level. Management must recognize the efforts of faculty members, they are the strong pillars of the organisation. This human resource needs to be trained, developed, pampered and taken care for. They must be provided with conducive and hygiene working

condition, better salary, chance for promotion and professional growth etc. by doing so the management can retain and accumulate the experience of quality oriented educators.

Superior teachers are torch bearers of the society. They build nation by providing better citizens for tomorrow. Research scholar attempts to demonstrate that, the gap created because of attrition, amongst stakeholder of teaching industry i.e. the educator and learner, need to be occupied by retention. The educators must be mentally prepared to accept the larger role and shoulder greater responsibility for the society, for which they need to infuse their mind and soul towards their profession. The educators should understand their virtuous duties towards the society. **'Think before you act'** be the mantra of the new recruit/entrant. Teaching is bigger duty than life, serving society for cause of humane is benevolence. Teachers should interact with fellow team mates & representatives of managing committee for their problems to be solved. The proposed research titled **"An analytical study of high attrition rate of teaching staff in un-aided junior colleges of Mira-Bhayandar area"** assumes greater importance in education sector, as during research study, the scholar has concentrated on influences of attrition on the stakeholder of this sector.

The research is substantial for officials at the education department, as the study has inferred various reasons and causes of attrition. This issue has built a rift amid educators and learners & also has badly impacted & disrupted the goals of academic excellence of the students. The department officers should check with the policies framed and its implementation in junior colleges. Strict rules regarding the salary & welfare schemes needs to be enacted. Thus research study has brought in various angles of significance for solving the attrition issue.

3.3 Research Methodology

1. Universe or population of the study

In research study the universe comprises of thirty junior colleges which are spread within the limit of Mira-Bhayandar area. (Source: Book published by Maharashtra State-School Education Division - FYJC online admission for MMRDA area) From the universe, only two college institutes are fully aided, rest twenty eight colleges, are either with the grade of permanently unaided & few have granted (aided) and non-granted (unaided) section.

2. Samples of the study

The research scholar has purposively selected eighteen unaided institutions from the universe. The researcher interacted with 11 management representatives, 307 teaching staff, from sample colleges. Due to personal interaction with respondent educators and members of executive committee who give an affirmative node for giving their opinion through questionnaire and personal interviews.

3. Area selected for the study

For conducting research, "Mira Bhayandar Municipal Corporation" limits were selected. Mira-Bhayandar Municipal Corporation fall in District Thane, State Maharashtra. It is located at the northern part of Salsette Island, and shares a border with North Mumbai. The Population at census 2011 was 814,655. Mira-Bhayandar is the part of Mumbai Metropolitan Region. In last 6 to 7 years the population has touched nearly 10 lakh (Unofficial).

4. Data Analysis and Interpretation

Statistical technique for data analysis: – Following methods/procedures were used for data interpretation.

i. Tabulation
ii. Graph
iii. Mean & Standard Deviation
iv. Kolmogorov Smirnov (K-S Test)
v. Wilcoxon Signed Rank Test
vi. One Sample T-Test

3.3.1 Statement of the Problems

The research scholar has taken attrition issue as the study topic, being known to understand the problems faced by the formal education institutions due to attrition has grown into matter of serious concern. The seriousness of the situation has gripped the stakeholders of education industry

Research issues highlighted as follows

a) Students:

Faculty attrition is badly hampering the relational tie of educators & learners, this in due course has affected the results/outcomes of teaching-learning process. The academic performance of learners is falling substantially. Attrition promotes, lack of concentration in studies, de-motivated the wards, and lost interest towards career building. They get deviated from right track of scholastic objectives. Problem of attendance and disciplinary issues aggravate on larger scale.

b) Management:

They are facing financial losses on selection of cream potential, employment of skilled staff, and training of the new teaching staff due to high attrition rates. Attrition brings tainted image, the goodwill fall down, turning into big losses. The after effects is reduction of students' strength in organization, underutilization of organizational resources; as a result the management lacks interest in college functioning. The blame game and internal clashes amongst the educators is disturbing the smooth and efficient working of institute.

c) Society

Attrition is hindering the holistic and inclusive improvement of learners, depriving their obvious rights to education and creating a difference. The respect for educators is subliming, society is lacking in providing better citizens for tomorrow. Learners at adolescence age needs warmth, caring and affectionate hands that can provide guidance & motivation. If these needs are not fulfilled by the college, it would disrupt the values and societal relationship amongst the educators and learners, thus harming the social edifice of nation.

d) Administration

The administrative staff is finding it difficult in managing the overall affairs of college. Arrangement of proxy lectures and burden of pending work is resulting in exploitation of fellow educators. Attrition is disturbing the routine chorus & crafting an unhealthy environment. Educational institutions being premier in service sector, needs to pamper the human assets (faculties) and take utmost care.

e) Colleagues

The colleagues working with the faculty, has to face problems of sharing extra workload, proxy lectures, discipline issues, frustration and stress, long working hours etc. all such issues disturbs the mental coolness and increases physical burden. This causes further attrition and unhealthy environment at college.

3.3.2 Objectives of the Study

1. "To study retention policies framed and implemented by the management of the unaided junior colleges".
2. "To understand the reasons of attrition from the teachers' perception".
3. "To evaluate the reasons of attrition to the organization".
4. "To know the impact of attrition on the academic performance of the students".
5. "To study the qualitative human resource loss to an organization".
6. "To suggest for future prospects and practices in the organization for overcoming attrition problems".

3.3.3 Hypotheses of the Study

1. "Unaided junior colleges are significantly concern for the retention of the teachers".
2. "There is a significantly uniform process for the selection & recruitment of the teachers".
3. "Management takes significant precautions for controlling the attrition of the teaching staff".

4. “Attrition of teaching staff significantly affects the academic performance of the students”.
5. “There is significant awareness about the loss caused due to attrition among the teachers”.
6. “Management shows the positive approach towards the future prospects and practices to control attrition”.

a) HYPOTHESIS 1:

Null hypothesis (H_0): Unaided junior colleges are not significantly concern for the retention of the teachers.

Alternative hypothesis (H_1) : Unaided junior colleges are significantly concern for the retention of the teachers.

b) HYPOTHESIS 2:

Null hypothesis (H_0): There is a no significantly uniform process for the selection & recruitment of the teachers.

Alternative hypothesis (H_1) : There is a significantly uniform process for selection & recruitment of the teachers.

c) HYPOTHESIS 3:

Null hypothesis (H_0): Attrition of teaching staff does not significantly affects the academic performance of the students.

Alternative hypothesis (H_1) : Attrition of teaching staff significantly affects the academic performance of the students.

d) HYPOTHESIS 4:

Null hypothesis (H_0): Management do not take significant precautions for controlling the attrition of the teaching staff.

Alternative hypothesis (H_1) : Management takes significant precautions for controlling the attrition of the teaching staff.

e) HYPOTHESIS 5:

Null hypothesis (H_0): There is no significant awareness about the loss caused due to attrition among the teachers.

Alternative hypothesis (H_1) : There is significant awareness about the loss caused due to attrition among the teachers.

f) HYPOTHESIS 6:

Null hypothesis (H_0): Management do not show the positive approach towards the future prospects and practices to control attrition.

Alternative hypothesis (H_1) : Management shows the positive approach towards the future prospects and practices to control attrition.

3.3.4 Scope of the Study

Research study works in following scales:

1) Reviewing the available literature (Online and offline) in concerned area of research.
2) Studying and examining the profile of unaided 10+2 colleges of Mira Bhayandar Area.

3) Considering the effect on loss of interest, performance level, and result outcome of learners due to attrition.
4) Understanding opinion of respondents grounded on observations and familiarities for reasons of attrition.
5) Analyzing the precautions taken by college authorities to overcome educators' attrition.
6) Giving suggestions and references to stakeholders' of education industry to solve attrition issue (teachers, management, other teaching staff & government)

3.3.5 Limitations of the Study

Research scholar would take utmost care for foolproof planning & systematic execution of research study, but unforeseen hurdles, certain limitations, which are inherent in nature & beyond the reach & control may affect the study. The effectiveness of research will be felt only with positive outcomes read along with margins and restrictions faced.

This study has the following limitations:

1. Geographical limitation of a particular area viz. 'Mira-Bhayandar'.
2. Respondents might have given/provide bias opinion.
3. College authorities might refrain showing true color of their institutions.
4. Colleges may refrain from sharing their confidential data.
5. Only those unaided colleges associated to (MSBSHSE) "Maharashtra State Board of Secondary & Higher Secondary Education" are taken. Colleges associated to CBSE, CIE and other boards are not considered

3.3.6 Research Design

For conducting research, the scholar should sequentially proceed for the study. Systematic planning of procedure for data collection and exploration needs to be framed. The main aim of scheming research is merging the gathered information & relating the implication of study in most economic manner. In fact, it is the conceptual structure, a framework within which study is conducted. Design in research is the outline of the study, the technique for collection, measurement, examination and interpretation of statistical information. The design supports in selection of universe and the sample, also includes an outline of researcher plans and method of conducting research work. It gives a brief of statistical approaches and test conducted for hypothesis testing. **(Kothari C. R., 1990)**

The study uses quantitative data research approach, which assists the scholar to examine the acquaintances and variances amongst the variables. To conduct research effectively, collection of the data from primary source is done through questionnaire, personal interaction with respondents (educators & members of governing council), also through secondary sources through internet, library resources, journals, periodicals, newspapers etc.

3.3.7 Source Of Data Collection:

A) Primary Data

To study the title under research effectively, the research scholar, designed for faculty members questionnaire comprising of 120 questions alienated into six parts according to objective & hypothesis of research. Framed questionnaire

helped the researcher with opinions of educators' related to attrition and their expectation from college authorities to frame policies relating to retention. To incorporate the opinion of college authorities, separate questionnaire was designed for possible feedback. The research scholar also wanted to examine and check the response of behavior of governing body representative, so personal interview in the formal environment was conducted. To know the grass root reality of the issue, the scholar had informal conversation with the learners, administrative staff & non-teaching staff of the sample colleges, though the responses were not recorded, but were supportive in knowing the ill effects of attrition.

Collection of primary data being tedious job, demanded enough energy, time and finances. It requires ample of patience, but likely to vintage more precise depiction as related to the secondary data. Primary data gathered through structured questionnaires designed based on objective helped in the actual purpose of the study. During pilot study, the investigator has pre tested the questionnaire with teacher respondents, to make meticulous data collection. With proper guidance from statistician & research mentor, required alterations were made referencing to objective, wording, sequencing & grammatical language, the alterations were incorporated in the questionnaire. For collection of primary data, the geographical limits were restricted to "Mira Bhayandar Municipal Corporation" which lies in District Thane, Maharashtra, India.

For collecting the data, 18 sample colleges from the universe were approached. The population colleges were segregated based on grants received, viz. aided & unaided institutions. These sample colleges, accounted for 60% of universe. 'Random sampling' method was followed and inferences were drawn.

B) Secondary Data

Educational Journals, books, periodicals, newspapers, research papers, E-journals, presentation including unpublished papers, data through library sources and internet were used in the study for the literature review and understanding the depth of study under research. Also, the domain of study chosen is very actively debated and discoursed and having wide and varied ramifications to teaching sector. Reliable educational journals, News articles, seminars proceedings, conferences and debates at various levels creating the fervor of upgrading superiority of education to be delivered nationwide is used as a rich source.

3.3.8 Population of the Study

"Mira Bhayandar Municipal Corporation" have thirty 10+2 colleges, maximum of them are attached to secondary section school. One of the college incorporates Hindi as medium of instruction viz. "Maa Bharati Junior College" and the other incorporates Marathi as medium of instruction viz." St. Joseph Aglo Marathi High School & Junior College".

Of the universe, rest all the colleges are English Medium. Few of the colleges have aided and unaided sections, but two college viz. "Royal College of Arts, Commerce and Science" (Aided) and "Lokmanya Secondary & Higher Secondary School" (Aided) are fully aided college. Nearing to 10,000 learners study at Mira-Bhayandar colleges.

Table 3.3.8.1: Junior Colleges list at Mira Bhayandar area – Universe of the research study.

Sr.No.	College Name
01	"Abhinav Vidhyamandir & Junior College"
02	"Abid Patel Memorial School & Jr College"
03	"Amarjyoti Junior College"
04	"Asmita College of Arts & Commerce"
05	"B.M.S English High School & Jr College"
06	"Blossom High School & Jr College"
07	"Divine Hymn High School & Jr College"
08	"Gracious English High School & Jr College"
09	"Hafiza Bi Banegar Jr College"
10	"Holy Family Day School & Jr College"
11	"J.H.Poddar High School & Jr College"
12	"K.S.Metha High School & Junior College"
13	"Lokmanya Secondary & Higher Secondary School" (Aided)
14	"Maa Bharati Hindi High School & Jr College"
15	"Mother Mary's English High School &Junior College of Commerce and Science"
16	"Mother Teresa High School & Junior College"
17	"National Jr. College of Commerce"
18	"New Royal English High School & Junior College"
19	"Our Lady of Nazareth High School & Junior College"
20	"Our Lady of Vailankanni High School & Junior College"
21	"R.K.Memorial High School & Junior College"
22	"Reena Mehta High School & Jr College"
23	"Royal College of Arts, Commerce and Science" (Aided)
24	"Royal English High School & Junior College"
25	"Shankar Narayan Junior College of Arts, Science and Commerce"
26	"St. Joseph Aglo Marathi High School & Junior College"
27	"SVC High School and Junior College"
28	"The Divine Image Junior College"
29	"The Royal English High School and L.P.Raval Jr College"
30	"Vedant International High School & Junior College"

Source: Prepared by Researcher Using Secondary Data.

3.3.9 Sample of the Study

From the above universe of thirty colleges, the research scholar selected eighteen unaided institutions as sample. The sample institutions are selected randomly without any preferential or selective list. The institutes with large no. of learners

& faculty members and also institutes with single divisions per section with fewer learners and faculty members are also taken as part of the sample study. The variation in selected of sample institutes can be seen in colleges attached with the degree college and college attached to secondary school. The list of the sample college is as below

Table 3.3.9.1: List of Sample Junior Colleges

Sr.No.	College Name
01	"Mother Mary's English High School &Junior College of Commerce and Science"
02	"The Divine Image Junior College"
03	"Gracious English High School & Jr College"
04	"Blossom High School & Jr College"
05	"Abhinav Vidhyamandir & Junior College"
06	"B.M.S English High School & Jr College"
07	"Hafiza Bi Banegar Jr College"
08	"J.H.Poddar High School & Jr College"
09	"Our Lady of Nazareth High School & Junior College"
10	"The Royal English High School and L.P.Raval Jr College"
11	"Maa Bharati Hindi High School & Jr College"
12	"Abid Patel Memorial School & Jr College"
13	"Mother Teresa High School & Junior College"
14	"R.K.Memorial High School & Junior College"
15	"Our Lady of Vailankanni High School & Junior College"
16	"Reena Mehta High School & Jr College"
17	"Shankar Narayan Junior College of Arts, Science and Commerce"
18	"K.S.Metha High School & Junior College"

Source: Prepared by Researcher Using Secondary Data.

3.4 Importance of Statistical Analysis

Analysis, is the process of scrutinizing, organizing segregating and transforming data. The objective behind analyzing the data is learning useful information, facilitating conclusions. It has numerous aspects and methodologies, which surrounds varied methods to draw inferences and interpretations. The application of statistical methods depends upon two crucial things, a) form of data b)

questionnaire draw. Large raw data analysis requires to undergo numerous processes that are diligently related. These can be terms as classifying and sorting of the data, processing the sorted data through various methods by giving them code, arrangement into tables, preparing graphs from given tables and then using various formulas & arithmetical tools for tossing conclusions of statistical implications.

During analysis process the data is inspected, scrutinized and computerized for attaining some measures and processes along with searching for forms of association that exist among the data groups.

"Thus in the process of analysis, association or differences, supporting or conflicting, positive or negative relationships with original or new hypothesis should subject to statistical tests of significance, which would help in defining the strength of relationship and with what validity data can be said to indicate any conclusions".

In context of surveys, analysis comprises of reckoning the values of unidentified parameters of universe, testing of null hypothesis, and concluding with statistical interpretations. Analysis therefore is classified in two ways a) Descriptive Study b) Inferential Study. Both analysis are often called as statistical analysis.

In statistical presentations, they are referred as

a) Descriptive Statistics b) Inferential Statistics**.**

3.5 Descriptive Statistics

It refers to procedures for unifying, briefing and describing quantitative data about samples or about universe where complete population data is available, and does not involve in drawing of an inference from sample to its population. Descriptive statistics often provides the basic description of raw data, simple and basic outlines of study sample & measures used. The graphic presentation through various line, bar graphs and pie charts enhances virtual and picturesque presentation of quantitative analysis, in more clear and precise manner.

"Descriptive analysis is largely the study of distribution of one variable. This study provides us with profiles of organization, the work force, various personnel's and other subjects on any of a multiple characteristics like size, age, compositions, efficiency, gender, preferences etc."

Descriptive analysis directs attention to particular aspects or dimensions of research objective in precise manner. Such study discloses potential connection among variables, thus setting the stage for more elaborate investigation later. The analysis with one variable known as one-dimensional analysis, in respect of two variables it is known as bivariate analysis and for variable greater than or equal to three it is described as multivariate analysis. For descriptive analysis we use statistical tools for central tendency such as mean, mode, median and for measures of variability such as standard deviation, average deviation and range.

3.5.1 Measures of Central Tendency

It tell us about the point, which items have a tendency to cluster. This measure are considered as the most symbolic digit for the complete mass of data. The

central position of frequency distribution i.e. mean & median are labelled and obtained in this way. Central tendency is measured in three ways: *mean median* and *mode.* The mean is just an average score of a distribution, also termed as arithmetic mean .The median is the positional average. It is the middle(centre) score in given distribution data, used in qualitative occurrences Mode is a number or value from the given series, that occurs the most or arises repeatedly. It is most frequent score within a distribution. The mean, median and mode are identical in a normal distribution of the given series.

There are three major types of estimates of central tendency which are used in this study.

i. **Mean:** The mean of the given series in a data is used to find the average of the series of numbers. Central tendency is normally described by its means. To calculate the mean, we add all the values of the series and then divided by the number of values in the series.

ii. **Median:** The median is the value that divides the entire series into two, with one series of numbers greater and the other part of numbers smaller than the median. Data is arranged in ascending/descending order. It is exactly the middle number when the observations is an odd number, and when the observation is even number, it is calculated by taking the average of the middle two numbers.

iii. **Mode:** The maximum no of times a number being repeated in the observation or the set of scores is termed as the Mode. To find the mode, the scores are arranged in the ordered manner and then the numbers are counted.

The number which is repeated the maximum times is called the mode of the given observation or set of series.

3.5.2 Measures of Variation

It help us to review and comprehend the individual scores and spreads of these scores in terms of the data. Different way in which spread of scores be described are, range of data, standard deviations, quartiles, percentiles, absolute deviation, and variance. They helps us to determine the array of data distribution, and relates with central tendency (mean mode and median).

Measures of variations regulate the distance/lengths between different points of distribution, whereas central tendency focuses on specific data points. Different means to measure the variation are

i. **Range:** To find the range the largest observation and the smallest observation is subtracted from each other, the number obtained is the range of the data/observations.

ii. **Mean Deviation:** Mean deviation or average deviation is the arithmetic mean of all the deviations from the mean. The sum total of deviations of the scores of a given data from one of the averages of that data divided by numbers of item. The plus or the minus sign is not taken into consideration while finding the mean deviation.

iii. **Variance:** It is calculated as summation of the squared deviations around the mean divided by the population size.

iv. **Standard Deviation**: It's an average value that shows deviation from the mean. To calculate, we need squares of deviation of each scores, which should

be taken from the mean, there after we take the square root of the above scores. It is always expressed in positive as the square root of the variance.

3.5.3 Multivariate Analysis

Many time researchers are fascinated in relationship between variables containing dependent and independent variables or two or more variables having no dependency relationship. Covariance and correlation are descriptive measures of the relationship among variables. Covariance is generally defined as the sum of the products gained by multiplying the deviation of each value from its mean of two data divided by number of values minus 1.For given data, the correlation coefficient among the product moment is defined as follows:

$$r_{xy} = (S_{xy} / S_x S_y)$$

Where, r_{xy} : correlation coefficient, S_{xy} : covariance, S_x : standard deviation of x , S_y : standard deviation of y.

3.6 Inferential Analysis

They are studies to finds if a pattern is observed due to chance in variable or change in the program or intervention effects by using statistical tests. They are used in the research to regulate & find relationship co-exist between an intervention. It determines the result of the intervention, and also find the strength of that relationship. Inferential statistics uses and studies selected data drawn from universe to make interpretations and conclusions about the populations. The samples collected by the research scholar from the universe will be tested instead of the entire data of the population. The samples will be studied and analyzed and the inferences is drawn about the population. It generalizes the outcome/result

acquired from analysis. Thus it save the energy, time and efforts of analyzing the universe. Inferential statistics answers the cause and effect relationship queries of sample data and makes estimated. The researcher used this analysis for hypothesis testing for the study under research.

Statistics plays an important role in research, it acts as a tool for designing the research, analyzing the data, drawing the outcome and results from the data analyzed.

Statistics is integral part of mathematics with deals in data, right from collection, sorting, bifurcation, tabulation, analysis and making interpretation from data. It uses scientific methods to analysis data provided. It communicated findings of the analyzed data, help in testing and establishing the hypothesis. It provides credibility and authenticates the use of research methodologies and conclusions and the work done. In research, large volume of raw data is incorporated, which is actually challenging to study or relate. It should be précised and compressed to be read easily and used for further analysis.

Descriptive statistics analysis for specific & precise results, rather than generalizing. It develops certain indices to complete the procedure with more accurate interpretation. Inferential statistics sometimes is also referred to as sampling statistics. It is mainly concern with 2 main types of difficulties/issues.

1. Estimating population parameters: The population parameters are based on the sample referencing. By taking the outcome of the sample parameter, the statistician predict about the population. For ex. By knowing the sample mean, something can be predicted or said about the population mean.

2. Hypothesis tests: This is where sample data is used to response the questions of the research questions.

Inferences on population parameters are often made on sample data. The observed samples are used to interpret about universe when large data are collected. In such cases it is almost impossible to compute for each unit. The hypothesis drawn about population using sample parameters is characterized as statistical hypothesis. The testing of hypothesis is based on sample values, available evidence are tested and decision regarding acceptance or rejection of hypothesis is taken.

In research context of the statistical study we use null and alternate hypothesis. The null hypothesis is exactly the opposite of alternative hypothesis. It's the null hypothesis that is tested using the statistical tools.

Symbols used for null and alternative hypothesis.

Null hypothesis - H0

Alternate hypothesis - H1

According to the research data requirement, below stated measures of statistical analysis were used. For testing hypothesis or test of significance we use both the test viz. a) parametric b) non-parametric tests. Parametric tests takes the properties/parameters of the population from where the samples are taken. It can be population parameters or sample sizing, or sample mean, etc. In this type analysis various research parametric tests are used. They are as stated below:

a) Z test

b) t-test

c) chi-square test

d) F test etc.

In our study researcher applied different parametric as well as non-parametric tests. Details of which are given below.

3.6.1 Kolmogorov- Smirnov

In statistics, the **Kolmogorov–Smirnov test (K–S test)** is a nonparametric test of the equality of continuous, one-dimensional probability distributions. It is used for comparisons of the following:

a) Sample and reference probability distribution using one-sample K–S test

b) Comparison of two samples using two-sample K–S test.

The Kolmogorov–Smirnov statistic quantifies a distance between the empirical distribution function of the sample and the cumulative distribution function of the reference distribution, or between the empirical distribution functions of two samples. In case of the null distribution of the given statistic the calculations differ based on one sample and two sample under the null hypothesis. In two sample case, they are drawn from the same distribution and in one sample case, they are from the reference distribution. In both the cases under the null hypothesis the distribution taken for the K-S Test should be continuous distributions only, unless otherwise stated specifically.

From different statistical test, the two-sample K–S test is often used due to the usefulness in comparing two samples. It is nonparametric in nature, and used to determine the sensitive difference in the samples. It is sensitive to alterations in both location and shape of the empirical cumulative distribution functions of the two samples.

The Kolmogorov–Smirnov test can be modified to serve as a goodness of fit test. In the distinctive case where the testing for normality of the distribution is required, the samples are converted into uniform scores and then compared with the score of standard normal distribution. This process is correspondent to that of setting the means & variance of the reference S distribution. It is equal to the sample estimations, which is used to describe the particular reference distribution that changes the null distribution of the test statistic.

The Kolmogorov–Smirnov test in this corrected form is not so powerful test as compared to other test. Research studies have establish that, K-S Test is not an appropriate test for testing the normality than compared to the Shapiro–Wilk test or Anderson–Darling test. But all the other test to have their own restrictions and shortcomings. For example the Shapiro-Wilk test does not work better with many ties i.e. with many identical values. Therefore the K-S test is used by the researcher in his study as a statistical tool for test.

3.6.2 The Wilcoxon Signed-rank Test

One more nonparametric test like that of Kolmogorov–Smirnov test (K–S test) is the Wilcoxon signed-rank test. The dependent t-test and Wilcoxon signed-rank test are almost measured to be equivalent, but more precisely it is used when the assume normality in the data is not considered. The Wilcoxon signed-rank test if the assumption of normality of the data is violated and the use of the dependent t-test is inappropriate. The two sets of scores from the same participants are compared using this test. Any change in the scores of the same participants from one point of time to another, or if the participant is subjected to varied conditions and changes in the score are recorded, this test is the most appropriate.

As for the sign test, if the median of the distribution is identical to some value in the scores and to test the null hypothesis, the Wilcoxon signed rank sum test is used.

The Wilcoxon signed sum rank test is also been used

a) Instead of a one-sample t-test

b) Instead of a paired t-test or

c) For methodical categorical data, where observations are ranked.

(Numerical scale doesn't work appropriate).

The researcher under his study for the primary and secondary data, has used both the parametric and nonparametric test i.e. descriptive & inferential statistical tools. The study is divided in two parts.

1. Descriptive analysis
2. Inferential analysis

3.7 Sample Profile - Teachers

The table below provides the details of educators as respondents, who were contacted to give their opinion through questionnaire. Parameters related to demographic as gender, educational qualification, professional qualification, designation etc. gave an insight about the educator. In all 307 responses were collected from faculty members to understand their opinion on different parameters. Out of 307 respondents, 1% respondents as supervisors, 1% head of departments, and 1% college principals, while rest 97% are the lecturers/educators. In gender parameter, 113 male respondents which accounted for 36.8 % and 194 female respondents which accounted for 63.2 % of the

Table 3.7.1: Sample profile- teachers

		Frequency	Percent
Designation	Lecturer	298	97.1
	Supervisor	3	1.0
	Head of the Dept.	3	1.0
	Principal	3	1.0
	Total	307	100.0
Age	20-25 Years	15	4.9
	26-30 Years	65	21.2
	31-35 Years	55	17.9
	36-40 Years	95	30.9
	41-45 Years	35	11.4
	46-50 Years	18	5.9
	51-55 Years	16	5.2
	56-60 Years	6	2.0
	Above 60	2	.7
	Total	307	100.0
Gender	Male	113	36.8
	Female	194	63.2
	Total	307	100.0
Educational Qualification	Graduate	26	8.5
	Post graduate	281	91.5
	Total	307	100.0
Professional Qualification	No Response	25	8.1
	B.Ed.	214	69.7
	M.Ed.	27	8.8
	C.A	9	2.9
	MBA	9	2.9
	C.S	8	2.6
	Others	15	4.9
	Total	307	100.0
Experience(Present Junior College)	0-2years	119	38.8
	3-5 years	102	33.2
	6-8 years	53	17.3
	9-11 years	20	6.5
	12 years & over	13	4.2
	Total	307	100.0
Total teaching experience	0-5 years	88	28.7
	6-10years	119	38.8
	11-15years	65	21.2
	16-20years	21	6.8
	More than 20 years	14	4.6
	Total	307	100.0

Employment	First employment	83	27.0
	Second employment	88	28.7
	Third employment	70	22.8
	More than third employment	66	21.5
	Total	307	100.0
Working as	Full time lecturer	270	87.9
	Part time lecturer	31	10.1
	Visiting lecturer	4	1.3
	Adhoc lecturer	2	.7
	Total	307	100.0
Annual income	Less than 1lakh	54	17.6
	1,00,001 to 2,00,000	106	34.5
	2,00,001 to 3,00,000	98	31.9
	3,00,001 to 4,00,000	32	10.4
	4,00,001 to 5,00,000	9	2.9
	5,00,001 and over	8	2.6
	Total	307	100.0
You are teaching at	Only 10+2 College	264	86.0
	Secondary and 10+2 College	40	13.0
	10+2 and Degree College	3	1.0
	Total	307	100.0
Shift	Morning shift	148	48.2
	Afternoon shift	159	51.8
	Total	307	100.0
Taken teaching profession	By chance	20	6.5
	Out of passion	61	19.9
	Pressure of the family	11	3.6
	As Career	215	70.0
	Total	307	100.0

Source: Prepared by the Research scholar from the primary data.

respondents were approached. In age parameter almost 26.2% (one fourth of total) respondents are in age cluster of 20-30 yrs., 48.8% are amongst the age cluster of 31-40 yrs. and only 25.1% among the age cluster of 40 years and above. This shows educators clear intention of discontinuation working in unaided college for long period. The retirement factors, clearly shows that educators changes their job & doesn't remain in their job until retirement.

Considering the next parameter of qualification i.e. educational and professional, majority of educators 91.5% are post graduate and 91.9% educators hold professional criterion, with 70% teachers having B.Ed./M.Ed. Though with prescribed prerequisite for being lecturer, they resign from their work place. Institutions should take serious precautions to reduce the attrition and work towards retention.

Moving further, parameter of the experience in the present college, 72% of the faculties association is fewer than 5 years. This shows high attrition at colleges, & they have to recruit the staff every year.

Table shows that 73% of educators have changes initial job. 44.3% faculty are with their third or above employment. Looking at the statistical data, we perceive that educators resign from jobs or are terminated from work place. As already mentioned that 75% respondent educators are below 40 years and the change in their employment number is high.

The annual income of educators below satisfactory level. They get peanuts for their efforts and pain. Table shows that 84% faculty members at colleges get less than 3 lakh salary. This accounts to mere 25000/- per month. Now can the teacher with such meager salary survive with their family? Also few teachers get hardly one lakh yearly salary, equals to 9000/- per month for survival. The authorities needs to think seriously, salary slab needs up-gradations, policies needs amendments, thinking of governing body needs to change, only then teachers can be retained.

Next parameter focuses on seriousness of educators towards profession, 89.9% are very passionate and have chosen this profession as career and wants to

contribute and grow in teaching profession, but still finds hard to survive. Attrition should be checked and educators to be cared.

3.8 Sample Profile – Management Representative

Table 3.8.1: Sample Profile- Management Representative

		Frequency	Percent
Designation	Chairman	5	45.5
	Secretary	2	18.2
	Director	1	9.1
	Treasurer	1	9.1
	Others	2	18.2
	Total	11	100.0
Age	31-35 Years	1	9.1
	36-40 Years	2	18.2
	41-45 Years	2	18.2
	46-50 Years	2	18.2
	51-55 Years	2	18.2
	Above 60	2	18.2
	Total	11	100.0
Gender	Male	8	72.7
	Female	3	27.3
	Total	11	100.0
Years of association with present institution	1-2years	2	18.2
	3-5 years	2	18.2
	6-8 years	3	27.3
	9-11 years	1	9.1
	More than 12 years	3	27.3
	Total	11	100.0

Source: Prepared by the Researcher from the primary data.

The above table gives various demographic parameters of the management representative. Only eleven management representative have complete the questionnaire, 8 male and 3 female. Analyzing the age cluster, we have diverse variation from young blood ages between 30-40years to the experience grey head above 60 years. Now, observing the next parameter of experience at the present

organization, it is found that 4 representative are not associated with the present college for more than 5 years. This shows lack of accumulated experience, which would otherwise help in understanding the serious of grave situation and its effects to the organization. Working towards the solution and retention would help the authorities to fight attrition.

3.9 Conclusion of the Study

Selected area of "Mira Bhayandar Municipal Corporation" for study, has in past two decades flourished leaps and bounds in terms of population, education, infrastructure etc. A true picture of diversity can be witnessed, for its metropolitan varied diaspora of caste, creed and culture. There arise a robust necessity of research on such growing and developing areas, such research would be stronger base for attracting the new government projects and raising funds.

The researcher being experienced working at the junior college level, has deep consideration of issue faced in context to education and teachers' dilemma. The researcher has many colleagues and contacts with institutions, which eased the process of data collection. Being a resident of Mira-Bhayandar, the researcher personally visited the colleges' number of times, interacted with the principals, educators, admin staff, and learners to gather information. Statistical tools, helped in testing the hypothesis. The objectives framed were accomplished, the research scholar completed the pilot study by taking responses from forty six educators through filled questionnaire.

The research methodology used give the significance and scope of research study. The research scholar took genuine and factual attempt to highlight the plights of educators in teaching industry, problems of attrition, from 360^0 angular view. The

researcher being associated into teaching field from last twenty years have done his level best to portrait true colours of issue of attrition, also have attempted to provide suggestions and recommendations for finding solutions to overcome attrition and promote retention.

Chapter 4

ANALYSIS AND INTERPRETATION OF DATA

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Chapter 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

In the previous chapter of research methodology, the details of conducting this research were discussed and with the help of those research methodologies, statistical tools and statistical test, the researcher proceeded for the analysis and interpretation of the data.

The data collected for the study was subjected to appropriate statistical procedures for testing the hypothesis with which the study is initiated. Data was collected by conducting sample survey with questionnaire.

Specimen of questionnaire both for the teacher respondent as well as the management representative is given in the annexure.

This chapter contains the detailed statistical analysis of various aspects of high attrition rate of teaching staff in unaided junior college of Mira-Bhayandar area, the results obtained through analysis and decisions regarding the acceptance or rejection of the hypotheses are presented.

In the present study researcher used both descriptive and inferential statistical tools. Both, primary as well as secondary data is used while analyzing. The study is divided in two parts:

1. Descriptive analysis

2. Inferential analysis

4.2 Analysis of Sample - Teachers

The sample profile of the teachers shows the demographic parameters of the data collected such as age, designation, gender, qualification, experience etc.

Table 4.2.a: Analysis of Sample - Teachers

		Frequency	Percent
Designation	Lecturer	298	97.1
	Supervisor	3	1.0
	Head of the Department	3	1.0
	Principal	3	1.0
	Total	307	100.0
Age	20-25 Years	15	4.9
	26-30 Years	65	21.2
	31-35 Years	55	17.9
	36-40 Years	95	30.9
	41-45 Years	35	11.4
	46-50 Years	18	5.9
	51-55 Years	16	5.2
	56-60 Years	6	2.0
	Above 60	2	.7
	Total	307	100.0
Gender	Male	113	36.8
	Female	194	63.2
	Total	307	100.0
Educational Qualification	Graduate	26	8.5
	Post graduate	281	91.5
	Total	307	100.0
Professional Qualification	No Response	25	8.1
	B.Ed.	214	69.7
	M.Ed.	27	8.8
	C.A	9	2.9
	MBA	9	2.9
	C.S	8	2.6
	Others	15	4.9
	Total	307	100.0

Experience(Present Junior College)	0-2years	119	38.8
	3-5 years	102	33.2
	6-8 years	53	17.3
	9-11 years	20	6.5
	12 Years and above	13	4.2
	Total	307	100.0
Total teaching experience	0-5 years	88	28.7
	6-10years	119	38.8
	11-15years	65	21.2
	16-20years	21	6.8
	More than 20 years	14	4.6
	Total	307	100.0
Employment	First employment	83	27.0
	Second employment	88	28.7
	Third employment	70	22.8
	More than third employment	66	21.5
	Total	307	100.0
Working as	Full time lecturer	270	87.9
	Part time lecturer	31	10.1
	Visiting lecturer	4	1.3
	Adhoc lecturer	2	.7
	Total	307	100.0
Annual income	Less than 1lakh	54	17.6
	1,00,001 to 2,00,000	106	34.5
	2,00,001 to 3,00,000	98	31.9
	3,00,001 to 4,00,000	32	10.4
	4,00,001 to 5,00,000	9	2.9
	5,00,001 and above	8	2.6
	Total	307	100.0
You are teaching at	Only Junior College	264	86.0
	Secondary and Junior College	40	13.0
	Junior and Degree College	3	1.0
	Total	307	100.0
Shift	Morning shift	148	48.2
	Afternoon shift	159	51.8
	Total	307	100.0
Taken teaching profession	By chance	20	6.5
	Out of passion	61	19.9
	Pressure of the family	11	3.6
	As Career	215	70.0
	Total	307	100.0

Source: Prepared by Researcher from the primary data.

The above table gives the sample profile of the teacher representative used by the researcher in the questionnaire. The demographic parameters used such as age, gender, educational qualification are used to know about the respondent teachers from the junior colleges. In all 307 responses were collected from the teacher respondents to now their view on different parameters used in the questionnaire. Out of 307 respondents, we have 1% respondents as supervisors, 1% head of departments, and 1% principals of the junior college, while rest 97% are the lecturers of the junior colleges. Looking at gender as the parameter, we have 113 male respondents which accounts for 36.8% and 194 female respondents which accounts for 63.2% of the respondents. Understanding the age as the parameter we have almost 26.2% (one fourth of the total) respondents between the age group of 20-30 yrs., 48.8% of the respondents are between the age group of 31-40 yrs. and only 25.1% of the respondents between the age group of 40-above 60 yrs. This shows that the teachers don't intend to continue working in unaided junior college for long period. The retirement factors or to say that teachers don't stick to job until their retirement in private organization.

Considering the educational and professional qualification, majority of the teacher 91.5% are post graduate and 91.9% teachers hold the professional qualification, with 70% teachers having B.Ed./M.Ed. Though with the prescribed qualification required to be the lecturer in the junior college teachers tend to leave the job. Management of the institutions need to take some precautions to reduce the attrition.

Moving further to the other parameter of the experience in the present junior college, 72% of the teaching staff member's association with the junior college

is less than 5 years. This shows that the attrition is very high and the junior colleges have to keep on recruiting the staff every year.

From the table we can also find that 73% for the teachers have changes their first job. 44.3% teachers are with their third or more than third employment. By this statistics we can say that the teachers change their jobs or are removed from their jobs by the private management. As already mentioned that 75% of the teacher respondents are below the age of 40 years and the change in their employment number is high.

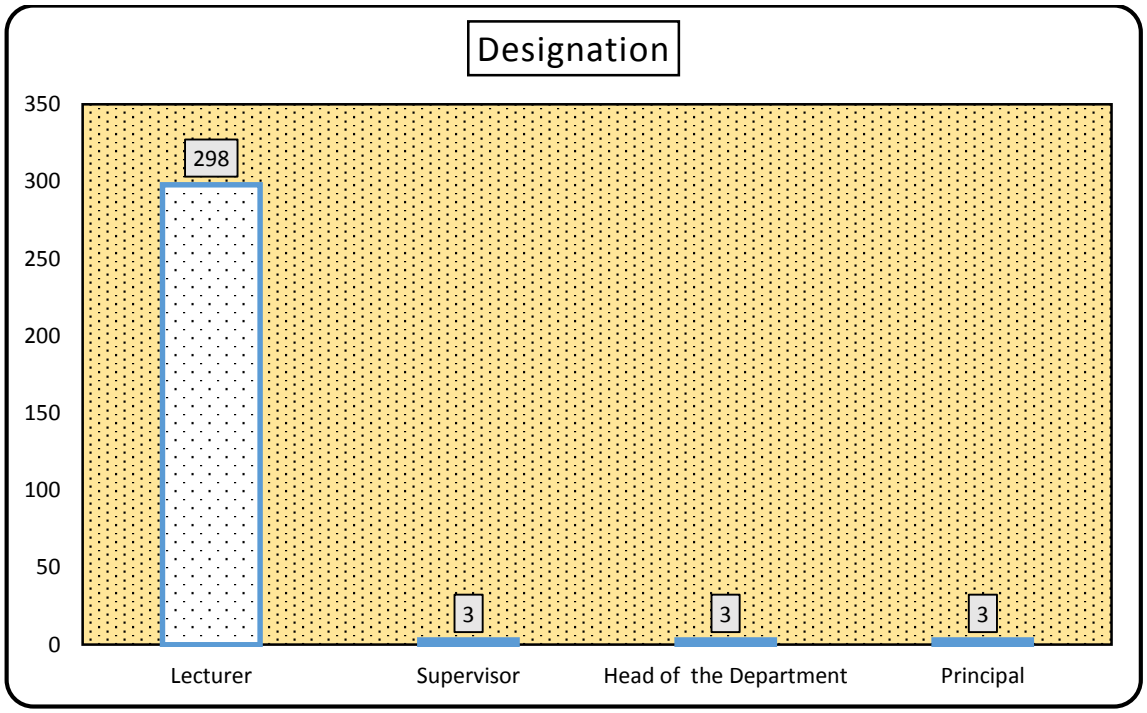
The annual income of the teachers is not satisfactory. The teachers get peanuts for their hard work and pain. From the table we understand that 84% teacher of the junior colleges get less than 3 lakh as the salary. This accounts to only 25000/- per month. Now how can a teacher with such meager salary survive with their family, there are teachers with less than 1 lakh yearly salary which means that they get less than 9000/- per month for survival. The management needs to think seriously. One of the main cause for attrition is the salary structure in the unaided junior colleges.

Taking into consideration the seriousness of the teachers towards their profession, 89.9% of teachers are very passionate and have taken this profession as career and wants to contribute and grow with the teaching profession, but still finds hard to survive. Attrition need to be checked and teachers need to be cared.

Table 4.2.1: Designation

Designation	Frequency	Percent
Lecturer	298	97.1
Supervisor	3	1.0
Head of the Department	3	1.0
Principal	3	1.0
Total	307	100.0

Source: Prepared by Researcher from the primary data.



Graph 4.2.1

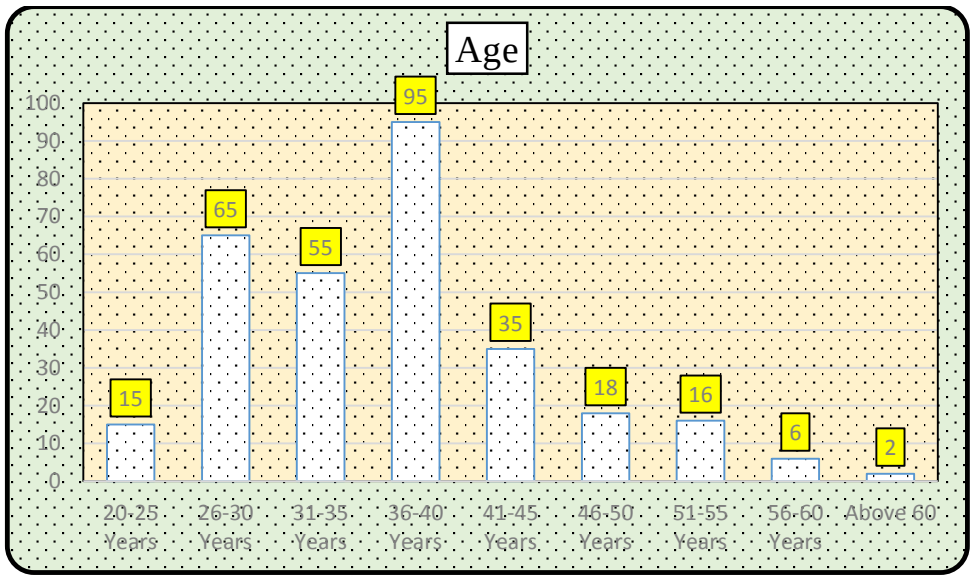
Source: Prepared by Researcher from the primary data.

From above table and graph it is seen that out of total 307 respondents (teachers) 298 i.e. 97.1 are having designation lecturer and remaining are supervisor, head of the departments and principals (3 respondents of each type).

Table 4.2.2: Age group

Age group	Frequency	Percent
20-25 Years	15	4.9
26-30 Years	65	21.2
31-35 Years	55	17.9
36-40 Years	95	30.9
41-45 Years	35	11.4
46-50 Years	18	5.9
51-55 Years	16	5.2
56-60 Years	6	2.0
Above 60	2	.7
Total	307	100.0

Source: Prepared by the Researcher from the primary data.



Graph 4.2.2

Source: Prepared by the Researcher from the primary data.

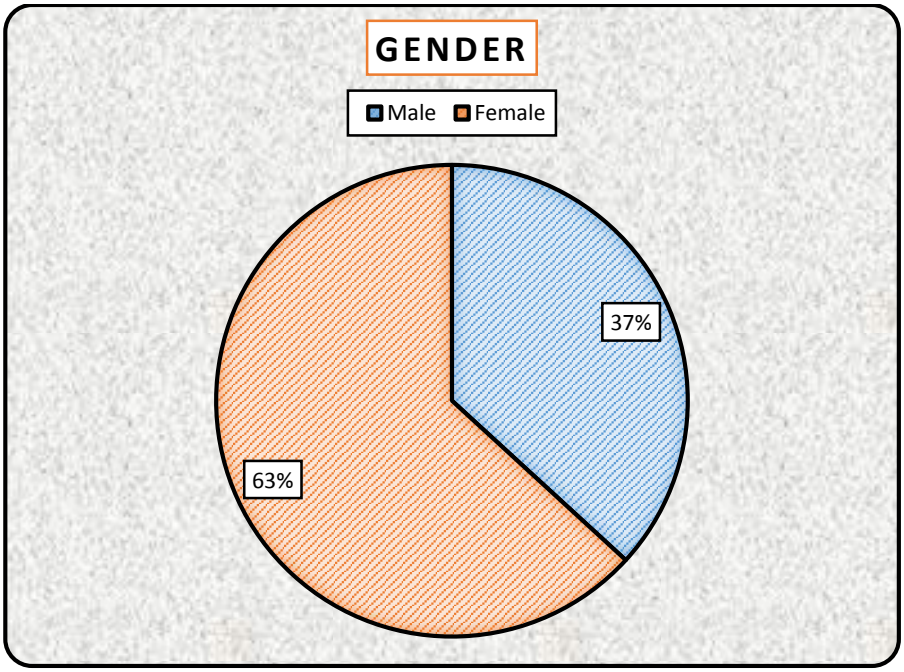
From above table and graph it is seen that out of total 307 respondents (teachers) the age group of 36-40 years have maximum no of teachers as 95 i.e. 30.9%. We can also find that teachers from the age group of 26-30, 31-35, 36-40 and 41-45 years is 250 i.e. 81.43%. The number of teachers towards the older age i.e. above

45 years is only 42 i.e. 18.57%. Only 16, 6 and 2 teacher respondent i.e. 5.2%, 2.0%, and 0.7% are in the age group of 51-55, 56-60 and above 60 years.

Table 4.2.3: Gender

Gender	Frequency	Percent
Male	113	36.8
Female	194	63.2
Total	307	100.0

Source: Prepared by the Researcher from the primary data.



Graph 4.2.3

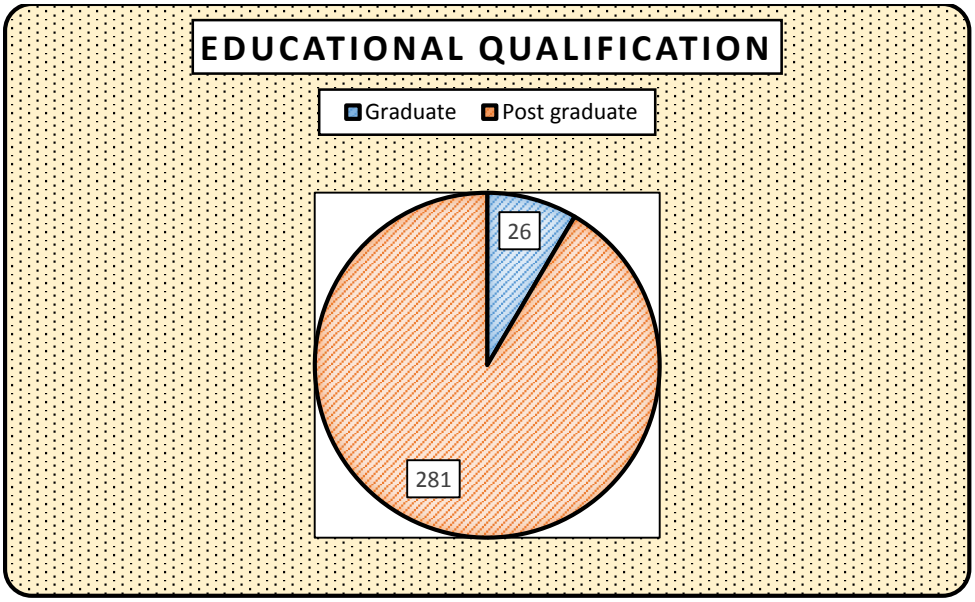
Source: Prepared by the Researcher from the primary data.

From above table and graph it is seen that out of total 307 respondents (teachers) 194 are female i.e. 63% and 113 are male i.e. % 37. The female dominance is clear and distinguished from the above pie chart.

Table 4.2.4: Educational Qualification

Educational Qualification	Frequency	Percent
Graduate	26	8.5
Post graduate	281	91.5
Total	307	100.0

Source: Prepared by the Researcher from the primary data.



Graph 4.2.4

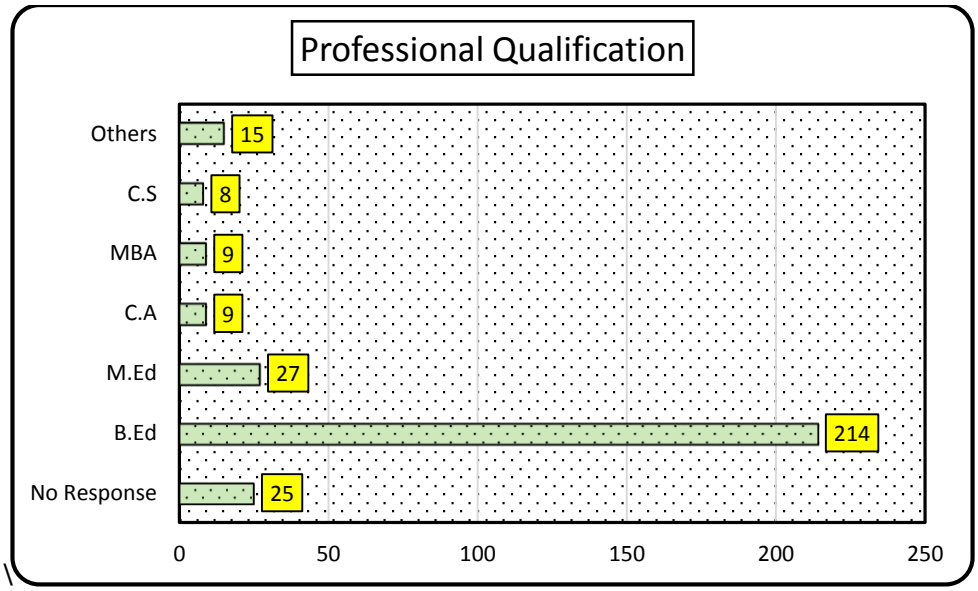
Source: Prepared by the Researcher from the primary data.

From above table and graph it is seen that out of total 307 respondents (teachers) 281 i.e. 91.5% are having post graduate qualification and 26 teachers i.e. 8.5% teachers have only graduate qualification.

Table 4.2.5: Professional Qualification

Professional Qualification	Frequency	Percent
No Response	25	8.1
B.Ed.	214	69.7
M.Ed.	27	8.8
C.A	9	2.9
MBA	9	2.9
C.S	8	2.6
Others	15	4.9
Total	307	100.0

Source: Prepared by the Researcher from the primary data.



Graph 4.2.5

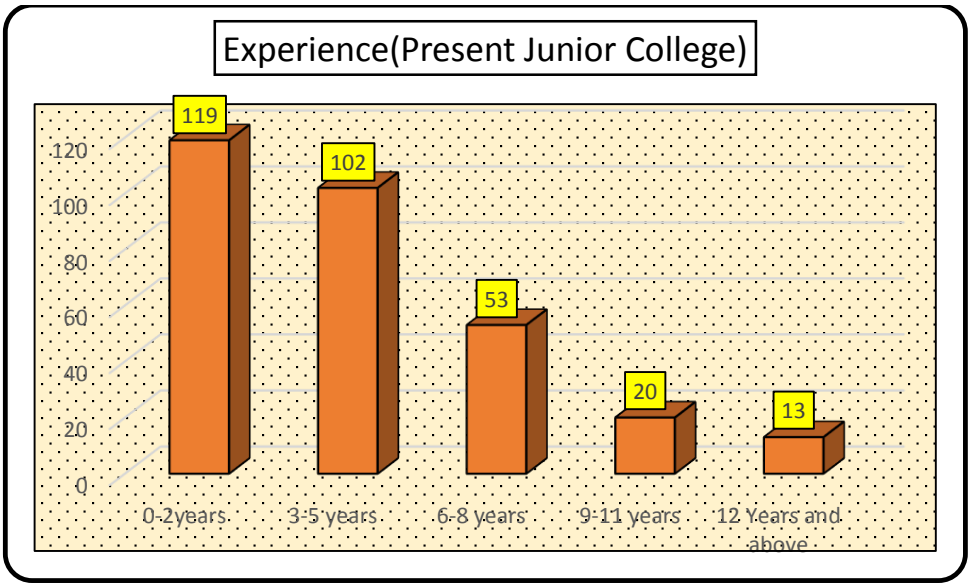
Source: Prepared by the Researcher from the primary data.

From above table and graph it is seen that out of total 307 respondents (teachers), 214 teachers i.e. 69.7% have the professional qualification as B.Ed., 27 teachers i.e. 8.8% have the professional qualification as M.Ed. All the others have professional qualification such as C.S, MBA, C.A, etc…, except 25 teacher respondents who have not responded for the professional qualification.

Table 4.2.6: No of years in present junior college

No of years in present Junior college	Frequency	Percent
0-5 years	88	28.7
6-10years	119	38.8
11-15years	65	21.2
16-20years	21	6.8
More than 20 years	14	4.6
Total	307	100.0

Source: Prepared by the Researcher from the primary data.



Graph 4.2.6

Source: Prepared by the Researcher from the primary data.

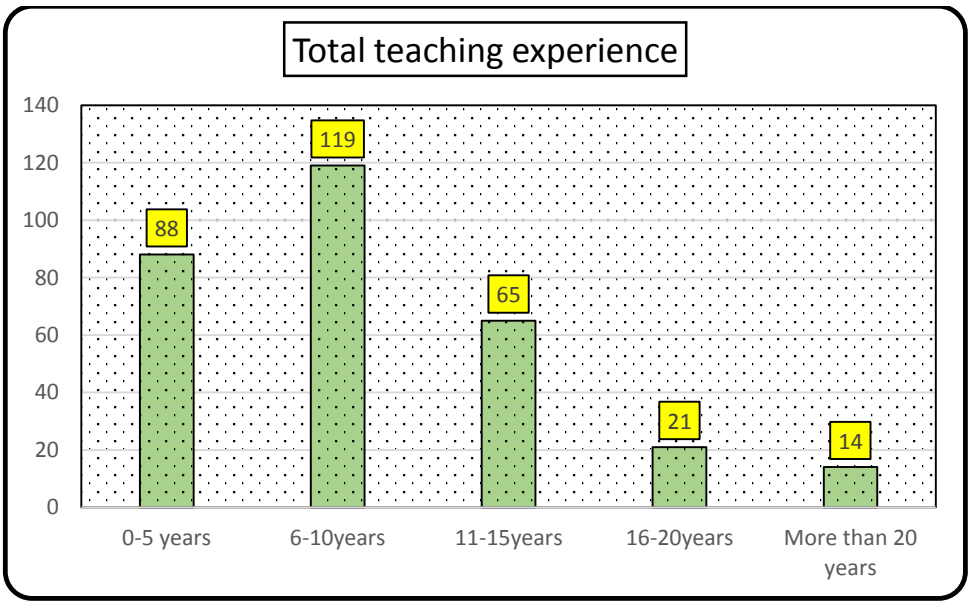
From above table and graph it is seen that out of total 307 respondents (teachers) with no of years of experience at present junior college, 88 teachers i.e. 28.7% are with the organization with 0-5 years, 119 teacher respondents i.e. 38.8% are with organization from 6-10 years and 65 teachers have an experience in the same junior college of 11-15 years. Only 21 teachers i.e. 6.8% in the present junior

college have experience of 16-20 years and hardly 14 teachers i.e. 4.6% are associated with the present junior college for more than 20 years.

Table 4.2.7: Total teaching experience

Total Experience	Frequency	Percent
0-5 years	88	28.7
6-10years	119	38.8
11-15years	65	21.2
16-20years	21	6.8
More than 20 years	14	4.6
Total	307	100.0

Source: Prepared by the Researcher from the primary data.



Graph 4.2.7

Source: Prepared by the Researcher from the primary data.

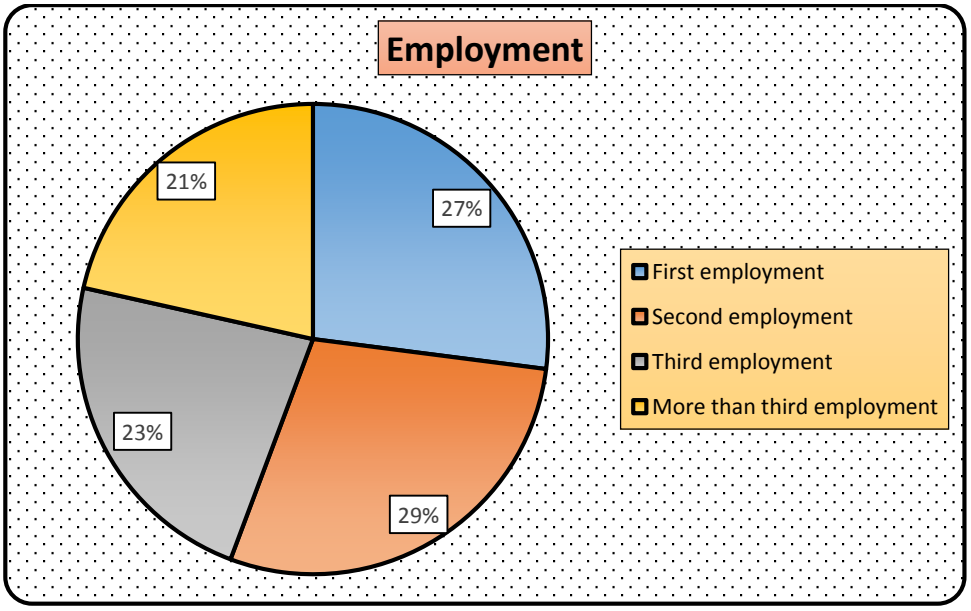
From above table and graph it is seen that out of total 307 respondents (teachers), 88 teacher respondent i.e. 28.7% have experience between 0-5 years, maximum 119 teacher respondents i.e. 38.8% fall under the total experience of 6-10 years,

and simultaneously the number fall with increasing total years of experience. Hardly 14 teachers, i.e. 4.6% have experience of more than 20 years.

Table 4.2.8: Employment

Employment	Frequency	Percent
First employment	83	27.0
Second employment	88	28.7
Third employment	70	22.8
More than third employment	66	21.5
Total	307	100.0

Source: Prepared by the Researcher from the primary data.



Graph no. 4.2.8

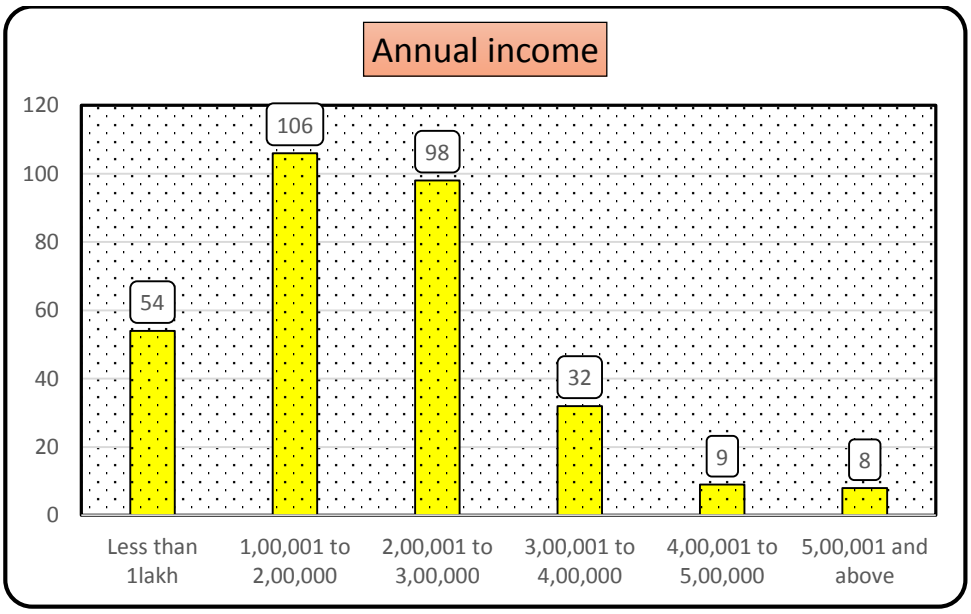
Source: Prepared by the Researcher from the primary data.

From above table and graph it is seen that out of total 307 respondents (teachers) 88 teachers i.e. 27% are at their first employment, 88 teachers i.e. 28.7% are with their second employment 70 teachers i.e. 22.8% are with their third employment and the remaining 66 teachers i.e. 21.5% are with more than third employment.

Table 4.2.9: Annual Income

Annual Income	Frequency	Percent
Less than 1lakh	54	17.6
1,00,001 to 2,00,000	106	34.5
2,00,001 to 3,00,000	98	31.9
3,00,001 to 4,00,000	32	10.4
4,00,001 to 5,00,000	9	2.9
5,00,001 and above	8	2.6
Total	307	100.0

Source: Prepared by the Researcher from the primary data.



Graph 4.2.9

Source: Prepared by the Researcher from the primary data.

From above table and graph it is seen that out of total 307 teacher respondents, 54 teachers i.e. 17.6% have an annual income of less than 1 lakh, 106 teacher respondents i.e. 34.5% have an income between 1 – 2 lakh, 98 teacher respondents i.e. 31.9% have an income between 2 – 3 lakh, 32 teacher respondents i.e. 10.4% have an income between 3 – 4 lakh, 9 and 8 teachers

respectively i.e. 2.9% and 2.6% have income between 4 -5 lakh and 5 lakh and above.

4.3 Analysis of Sample – Management Representative

Table 4.3.a: Sample – Management Representative

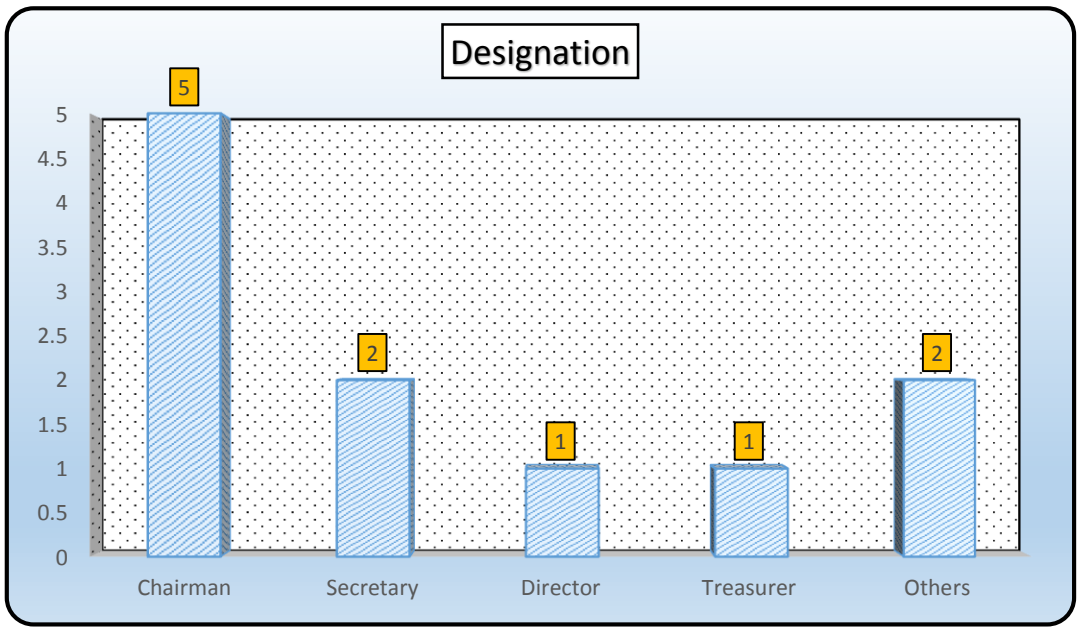
		Frequency	Percent
Designation	Chairman	5	45.5
	Secretary	2	18.2
	Director	1	9.1
	Treasurer	1	9.1
	Others	2	18.2
	Total	11	100.0
Age	31-35 Years	1	9.1
	36-40 Years	2	18.2
	41-45 Years	2	18.2
	46-50 Years	2	18.2
	51-55 Years	2	18.2
	Above 60	2	18.2
	Total	11	100.0
Gender	Male	8	72.7
	Female	3	27.3
	Total	11	100.0
Years of association with present institution	1-2years	2	18.2
	3-5 years	2	18.2
	6-8 years	3	27.3
	9-11 years	1	9.1
	More than 12 years	3	27.3
	Total	11	100.0

Source: Prepared by the Researcher from the primary data.

The above table gives the sample profile of the management representative. Only 11 management representative have filled the questionnaire out of which 8 are the male and 3 are female representative. Understanding the age group of the representative, we have diverse variation from young blood ages between 30-40 years to the experience grey head above 60 years. But looking at the experience

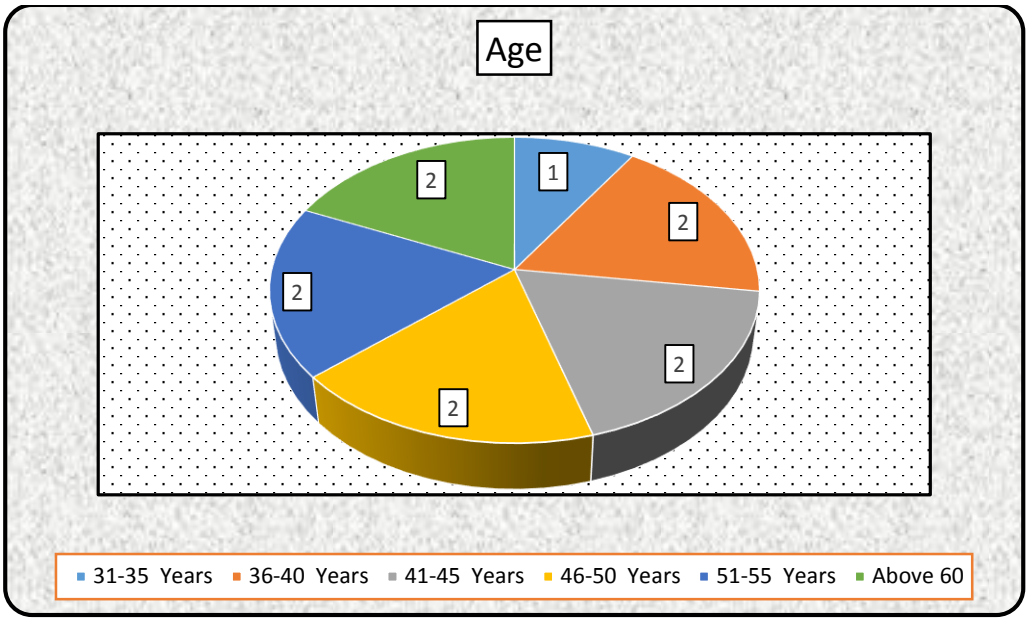
at the present organization parameter, we find that 4 representative have less than 5 years of association with the current organization. This shows that the management representative do not have accumulated experience which would otherwise have help them in understanding the attrition rate and effects in the organization. All the management representative have to understand the attrition problem and take necessary steps to solve this at its earliest.

The graphs and the table shows the demographic profile of the 11 management representative in terms of the designation, age, gender and the no of years of association with present junior college. The management respondent showed male dominancy with 8 male respondents and only 3 female respondents. The age group shows that the blend of both young and experienced grey head representative.



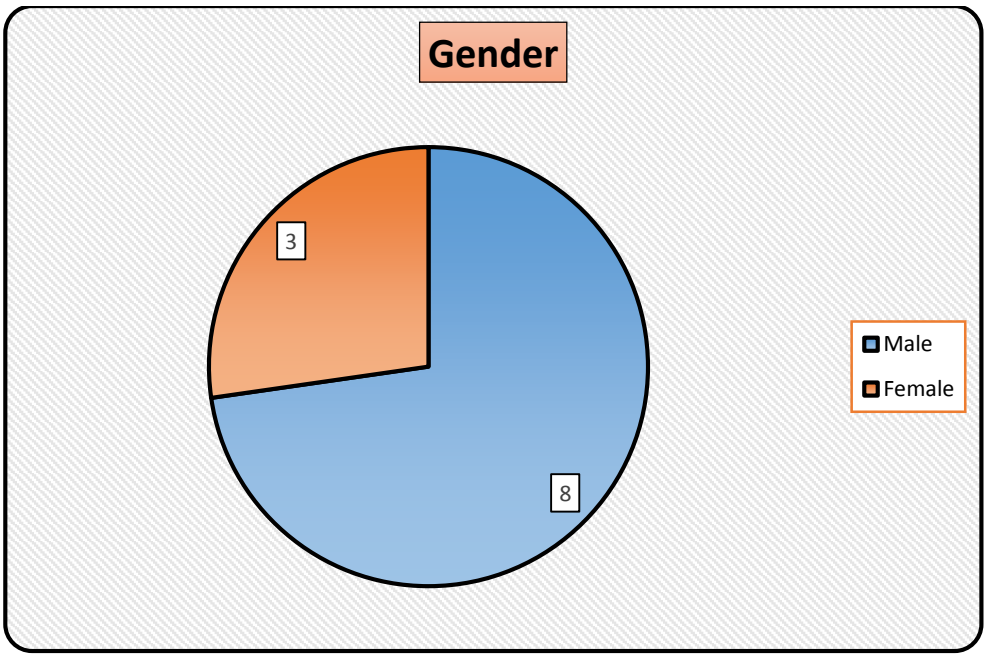
Graph 4.3.1: Designation of the Management Representative

Source: Prepared by the Researcher from the primary data.



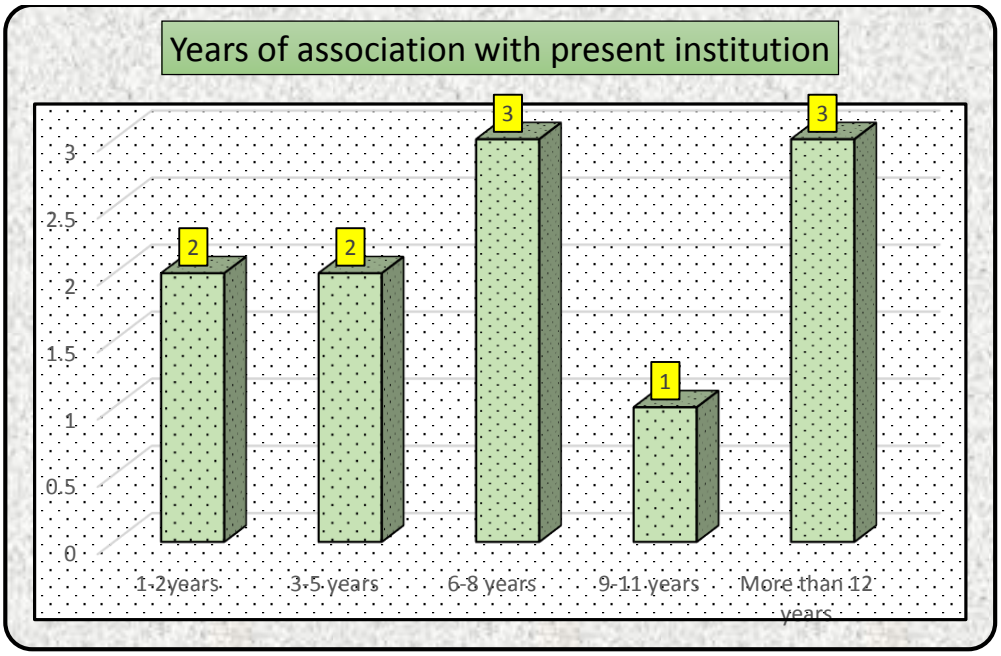
Graph 4.3.2: Age Group of the Management Representative

Source: Prepared by the Researcher from the primary data.



Graph 4.3.3: Gender of the Management Representative

Source: Prepared by the Researcher from the primary data.



Graph 4.3.4: Years of association with the present Institution

Source: Prepared by the Researcher from the primary data.

4.4 Analysis of Data of the Present Study

In the present study, the researcher studied various reasons of attrition of the teaching staff in unaided junior college of Mira-Bhayandar area from both the management and teachers point of view.

DESCRIPTIVE ANALYSIS: This part of study is mainly focused on verifying main objectives of study. Researcher used statistical tools like mean, standard deviation and graphs for analysis of primary data. The details of which are given below.

4.4.1 The Retention Policies Framed and Implemented by the Management of the Unaided Junior Colleges

Retention in relation to the educational institutions means to encourage the teaching staff to remain in the same organization by providing the conducive work environment and opportunities to grow both in personal and professional front.

Various retentions policies are framed and implemented by the educational institution which help in dealing with this grave issue, such as

a) **Communication:** The teaching staff is orientated time in time out about the policies, procedures GRs framed and implemented in the organization. The communication of the organization's mission, vision and objectives help the staff to understand the working environment properly. The staff members are inspired and motivated to remain in the organization by information such as good work practices, achievement of other staff members as well as knowledge management including the values, initiatives, processes and strategies to enhance the knowledge sharing and creation, assessment and evaluation etc.

b) **Training & Development:** Every educational institution have their own style of functioning. This demands training the young academicians/fresher's to get themselves acquaint with the working environment of the organization. The training and development help the educational institute to utilize the human resources with the best of their capabilities and potentials. Training also help the staff members to complete the task given on time. They are ready to accept the challenging job.

Tedious jobs are done with ease and smoothly. The hierarchy is trained to handle the subordinate in efficient & tactful manner.

c) **Benefits:** Management of the junior college, to retain the staff members also provides with various benefits such as fringe benefits, internal promotion, conducive working environment etc. They provide salary at par of the private educational industry standards.

d) **Management Philosophy:** The policies of the management help in retaining the teaching staff. The code of conduct not only motivates, but also inspires the staff members to work hard for their professional and personal gains. HR policies are at place and followed strictly. Management give due importance & respect to the teachers.

To study various retention policies and methods of implementation researcher considered four main dimensions namely Retention Policies & Practices – Communication, Training & Development, Benefits and Management Philosophy**.** Two types of respondent's, teachers and management representatives were asked to give their opinion on five point agreement scale on different statements related to this dimensions. The codes are as below.

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

The details of this is given below:

A. **Retention Policies & Practices – Communication**

Retention policies & practices are those set of internal rules and regulations which govern the human resources of the institution. These policies and practices are communicated to the staff members to maintain the discipline and decorum of the institution. The staff members hereby abide to the code of conduct and work efficiently for the growth and prosperity of the organization.

Internal rules and regulations, if followed strictly help the organization to work effectively and smoothly. Communicating the code of conduct to the staff members help organization to achieve their objectives. As the staff members are aware about the do's and don'ts they work in the given systematic domain. This process helps in retaining the employees for a maximum period of time.

The table given below shows the responses of the teachers and the management representative regarding the retention policies and practices.

Details of responses are given below:

Table 4.4.1.1: Details of Retention Policies & Practices – Communication

			SD	D	N	A	SA	T
The organization's mission, vision and objectives are clearly defined and communicated to all the staff.	Teachers	F	5	6	28	182	86	307
		%	1.6	2.0	9.1	59.3	28.0	100.0
	Manage-ment	F	0	0	0	1	10	11
		%	0	0	0	9.1	90.9	100.0
The details of new policies, programs, procedures, GRs and other issues communicated regularly.	Teachers	F	4	8	88	135	72	307
		%	1.3	2.6	28.7	44.0	23.5	100.0
	Manage-ment	F	0	0	2	3	6	11
		%	0	0	18.2	27.3	54.5	100.0
The information of the staff particularly related to good work practices, their achievement & knowledge management updated regularly	Teachers	F	2	8	48	174	75	307
		%	.7	2.6	15.6	56.7	24.4	100.0
	Manage-ment	F	0	0	2	4	5	11
		%	0	0	18.2	36.4	45.5	100.0

Source: Prepared by the Researcher from the primary data.

Interpretation

From above table it is observed that

1. Majority of teachers (87.3%) and management representative (100%) expresses their agreement towards statement that the organization's mission, vision and objectives are clearly defined and communicated to all the staff.
2. 63.5% teachers and 81.8% management representative expresses their agreement towards statement that the details of new policies, programs, procedures, GRs and other issues communicated regularly.
3. Majority of teachers (81.1%) and management representative (81.8%) expresses their agreement towards statement that the information of the staff particularly related to good work practices, their achievement & knowledge management updated regularly.

Hence from the above table it can be inferred that Retention Policies & Practices are properly communicated to teachers of unaided junior colleges.

For in-depth analysis we further give details of descriptive parameters related to Communication of different Retention Policies & Practices. Details of which are presented in the following table.

Table 4.4.1.2: Descriptive statistical parameters related to Retention Policies & Practices – Communication

	Teachers					Management				
	N	Mean	M	Z	SD	N	Mean	M	Z	SD
The organization's mission, vision and objectives are clearly defined and communicated to all the staff.	307	4.10	4.00	4	.767	11	4.91	5.00	5	.302
The details of new policies, programs, procedures, GRs and other issues communicated regularly.	307	3.86	4.00	4	.851	11	4.36	5.00	5	.809
The information of the staff particularly related to good work practices, their achievement & knowledge management updated regularly	307	4.02	4.00	4	.752	11	4.27	4.00	5	.786

Source: Prepared by the Researcher from the primary data.

Interpretation

From above table it is observed that

1. Mean value related to the statement the organization's mission, vision and objectives are clearly defined and communicated to all the staff is 4.10 for teachers and 4.91 for management representatives. Corresponding small standard deviation values are 0.767 and 0.302 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

2. Mean value related to the statement the details of new policies, programs, procedures, GRs and other issues communicated regularly is 3.86 for teachers and 4.36 for management representatives. Corresponding small standard deviation values are 0.851 and 0.809 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

3. Mean value related to the statement the information of the staff particularly related to good work practices, their achievement & knowledge management updated regularly is 4.02 for teachers and 4.27 for management representatives. Corresponding small standard deviation values are 0.851 and 0.809 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

Hence from the above table descriptive parameters it can also be inferred that Retention Policies & Practices are properly communicated to teachers of unaided junior colleges.

Moving further to the second dimension of retention policies and practices-training and development, from the table given below we understand the responses given by the respondents' teacher and management representative.

B. **Training & Development**

Trained teaching staff members are assets to an organization. Training not only helps in development of the potential skills but also builds the capabilities of an

individual teacher. It help in increasing the efficiency of the organization, which in turn raises the morale and effectiveness of the labor put in by the teaching staff for the organizational growth. The superiors are trained to handle the subordinate in very tactful manner, thus creating a conducive work culture.

The table given below shows the responses of the teachers and the management representative regarding the retention policies and practices- training and development.

Table 4.4.1.3: Details of Training & Development

			SD	D	N	A	SA	T
The Institution have an efficient system of coaching and mentoring young academician	Teachers	F	2	10	61	162	72	307
		%	.7	3.3	19.9	52.8	23.5	100.0
	Management	F	0	0	1	5	5	11
		%	0	0	9.1	45.5	45.5	100.0
The superiors/authorities are trained to handle the subordinates in polite and tactful manner.	Teachers	F	2	6	38	218	43	307
		%	.7	2.0	12.4	71.0	14.0	100.0
	Management	F	0	0	1	3	7	11
		%	0	0	9.1	27.3	63.6	100.0
Due to training Challenging and tedious job is handled smoothly	Teachers	F	3	11	37	202	54	307
		%	1.0	3.6	12.1	65.8	17.6	100.0
	Management	F	0	0	1	3	7	11
		%	0	0	9.1	27.3	63.6	100.0
Training develops the skill and potentials.	Teachers	F	4	9	43	178	73	307
		%	1.3	2.9	14.0	58.0	23.8	100.0
	Management	F	0	0	1	3	7	11
		%	0	0	9.1	27.3	63.6	100.0

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that :

1. Majority of teachers (76.3%) and management representative (91%) expresses their agreement towards statement that the Institution have an efficient system of coaching and mentoring young academician.

2. 85% teachers and 90.9% management representative expresses their agreement towards statement that the superiors/authorities are trained to handle the subordinates in polite and tactful manner.
3. Majority of teachers (83.4%) and management representative (90.9%) expresses their agreement towards statement that due to training Challenging and tedious job is handled smoothly.
4. 81.8% teachers and 90.9% management representative expresses their agreement towards statement that the training develops the skill and potentials.

Hence from the above table it can be inferred that Training & Development helps the organization as well as the teaching staff of unaided junior college for smooth and efficient working.

For in-depth analysis we further give details of descriptive parameters related to Training & Development of the teaching staff of unaided junior colleges. Details of which are presented in the following table.

Table 4.4.1.4: A. Descriptive statistical parameters related to Training & Development

	Teachers					Management				
	N	Mean	M	Z	SD	N	Mean	M	Z	SD
The Institution have an efficient system of coaching and mentoring young academician	307	3.95	4.00	4	.789	11	4.36	4.00	4	.674
The superiors/ authorities are trained to handle the subordinates in polite and tactful manner.	307	3.96	4.00	4	.633	11	4.55	5.00	5	.688
Due to training Challenging and tedious job is handled smoothly	307	3.95	4.00	4	.726	11	4.55	5.00	5	.688
Training develops the skill and potentials.	307	4.00	4.00	4	.784	11	4.55	5.00	5	.688

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that

1. Mean value related to the statement that Institution have an efficient system of coaching and mentoring young academician is 3.95 for teachers and 4.36 for management representatives. Corresponding small standard deviation values are 0.789 and 0.674 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are equal to 4. This also support above.

2. Mean value related to the statement that superiors/authorities are trained to handle the subordinates in polite and tactful manner is 3.96 for teachers and 4.55 for management representatives. Corresponding small standard deviation values are 0.633 and 0.688 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

3. Mean value related to the statement that due to training Challenging and tedious job is handled smoothly is 3.95 for teachers and 4.55 for management representatives. Corresponding small standard deviation values are 0.726 and 0.688 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

4. Mean value related to the statement that training develops the skill and potentials is 4.00 for teachers and 4.55 for management representatives. Corresponding small standard deviation values are 0.784 and 0.688 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are 4 and 5 respectively. This also support above

Hence from the above table descriptive parameters it can also be inferred that Training & Development helps the organization as well as the teaching staff of unaided junior college for smooth and efficient working.

Moving further to the third dimension of retention policies and practices-benefits, from the table given below we understand the responses given by the respondents' teacher and management representative.

C. **Benefits:**

Every employee in the organization looks for benefits other than the salary. Benefits such as internal promotion, fringe benefits, provident fund, perks and incentives etc. can play a vital role in retaining the teaching staff. The organization should provide with healthy conducive working environment for job satisfaction. Thus benefits are an important tool in the hands of management to retain the staff.

The table given below shows the responses of the teachers and the management representative regarding the retention policies and practices - benefits.

Details of responses are given below:

Table 4.4.1.5: Details of Benefits

			SD	D	N	A	SA	T
Salary is provided as per the scale	Teachers	F	20	23	132	100	32	307
		%	6.5	7.5	43.0	32.6	10.4	100.0
	Management	F	0	1	7	2	1	11
		%	0	9.1	63.6	18.2	9.1	100.0
Fringe benefits are given to the employees	Teachers	F	18	27	110	126	26	307
		%	5.9	8.8	35.8	41.0	8.5	100.0
	Management	F	0	1	6	1	3	11
		%	0	9.1	54.5	9.1	27.3	100.0
Job satisfaction factors are high	Teachers	F	7	15	74	173	38	307
		%	2.3	4.9	24.1	56.4	12.4	100.0
	Management	F	0	0	4	2	5	11
		%	0	0	36.4	18.2	45.5	100.0
Internal promotion systems are followed	Teachers	F	7	20	111	141	28	307
		%	2.3	6.5	36.2	45.9	9.1	100.0
	Management	F	0	0	4		7	11
		%	0	0	36.4		63.6	100.0
Healthy and conducive working environment is maintained	Teachers	F	2	8	88	172	37	307
		%	.7	2.6	28.7	56.0	12.1	100.0
	Management	F	0	0	2	4	5	11
		%	0	0	18.2	36.4	45.5	100.0
Provident fund is given to the employees	Teachers	F	19	32	128	98	30	307
		%	6.2	10.4	41.7	31.9	9.8	100.0
	Management	F	2	1	2	4	2	11
		%	18.2	9.1	18.2	36.4	18.2	100.0

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that

1. 43% teachers and 63.6% management representative have expresses their Neutral opinion which may show a bend towards the disagreement of the statement were as only 43% teachers and 27.3% of the management representative have expresses their agreement towards the statement that the Salary is provided as per the scale. It may express that the majority has shown an incline towards a disagreement of the statement.

2. 35.8% teachers and 54.5% management representative express their neutral response, which may indicate the disagreement towards the statement were as only 49.5% teachers and 36.4% of management representative have shown their agreement towards the statement that fringe benefits are given to the employees. This shows majority of teachers and management representative expressing their disagreement towards the statement.

3. Teachers (68.8%) and management representative (63.7%) expresses their agreement towards the statement that Job satisfaction factors are high.

4. 55% teachers and 63.6% management representative expresses their agreement towards the statement were as 36.2% teachers and 36.4% management representative have given their neutral responses, which may indicate disagreement towards the statement. This shows majority of teachers and management representative shows their agreement to towards the statement that internal promotion systems are followed.

5. Teachers (68.1%) and majority of management representative (81.9%) expresses their agreement towards the statement that healthy and conducive working environment is maintained.

6. Teachers 41.7% has expressed their neutral response which may indicate their disagreement towards the statement and only 41.7% teachers and (54.6%) management representative expresses their agreement towards statement that provident fund is given to the employees. A mixed opinion, indicating disagreement from the teaching staff and agreement from the management representatives for the given statement.

Hence, from the above table it can be inferred that not all, but few benefits are provided to teaching staff of unaided junior colleges.

For in-depth analysis we further give details of descriptive parameters related to various benefits provided to the teaching staff of unaided junior colleges. Details of which are presented in the following table.

Table 4.4.1.6: Descriptive statistical parameters related to Benefits

	Teachers					Management				
	N	Mean	M	Z	SD	N	Mean	M	Z	SD
Salary is provided as per the scale	307	3.33	3.00	3	.986	11	3.27	3.00	3	.786
Fringe benefits are given to the employees	307	3.37	3.00	4	.967	11	3.55	3.00	3	1.036
Job satisfaction factors are high	307	3.72	4.00	4	.829	11	4.09	4.00	5	.944
Internal promotion systems are followed	307	3.53	4.00	4	.837	11	4.27	5.00	5	1.009
Healthy and conducive working environment is maintained	307	3.76	4.00	4	.718	11	4.27	4.00	5	.786
Provided fund is given to the employees	307	3.29	3.00	3	.991	11	3.27	4.00	4	1.421

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that -

1. Mean value related to the statement the salary is provided as per the scale is 3.33 for teachers and 3.27 for management representatives. Corresponding small standard deviation values are 0.986 and 0.786 respectively. It means respondents (both teachers and management representative) expresses their disagreement towards this statement. Median (M) and mode (Z) values are exactly 3. This supports the fact of disagreement for the statement.

2. Mean value related to the statement fringe benefits are given to the employees is 3.37 for teachers and 3.55 for management representatives. Corresponding small standard deviation values are 0.967 and 1.036 respectively. It means respondents (both teachers and management representative) does not expresses their agreement towards this statement. Median (M) and mode (Z) values are also between 3 and 4. This may shows the disagreement of the respondents and does not give support to the above.

3. Mean value related to the statement job satisfaction factors are high is 3.72 for teachers and 4.09 for management representatives. Corresponding small standard deviation values are 0.829 and 0.944 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

4. Mean value related to the statement internal promotion systems are followed is 3.56 for teachers and 4.27 for management representatives. Corresponding small standard deviation values are 0.837 and 1.009 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also equal to or greater than 4. This also support above.

5. Mean value related to the statement Healthy and conducive working environment is maintained is 3.76 for teachers and 4.27 for management representatives. Corresponding small standard deviation values are 0.718 and 0.786 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this

statement. Median (M) and mode (Z) values are also equal to or greater than 4. This also support above.

6. Mean value related to the statement provided fund is given to the employees is 3.29 for teachers and 3.27 for management representatives. Corresponding small standard deviation values are 0.991 and 1.421 respectively. It means respondent teachers expressed their disagreement and management representative expresses their agreement towards the statement. Median (M) and mode (Z) values are exactly equal to 3 for the teachers' representative and exactly equal to 4 for management representative. This also support above.

Hence from the above table of descriptive parameters it can also be inferred that all the benefits are not provided to teachers of unaided junior colleges which creates a problem of attrition to the institution.

Moving further to the fourth dimension of retention policies and practices-management philosophy, from the table given below we understand the responses given by the respondents' teacher and management representative.

D. **Management Philosophy**

For an institution to prosper and build goodwill depends upon the attitude and philosophy of the management. The management with positive attributes towards the teaching staff provide with such work place which given abundance of opportunities for the personal and professional growth. The management should give respect to the teachers and consider them as the asset and pillars of the organization. The stronger the pillars, the tougher is the institution. The

management should build such HR policies which would help retain the staff for a longer period of time.

The table given below shows the responses of the teachers and the management representative regarding the retention policies and practices – Management philosophy.

Details of responses are given below:

Table 4.4.1.7: Details of Management Philosophy

			SD	D	N	A	SA	T
Organization considers teaching job as prestigious with status symbol	Teachers	F	4	14	98	141	50	307
		%	1.3	4.6	31.9	45.9	16.3	100.0
	Management	F	0	0	2	1	8	11
		%	0	0	18.2	9.1	72.7	100.0
Institution code of conduct helps in motivating and retaining the teaching staff.	Teachers	F	7	13	44	190	53	307
		%	2.3	4.2	14.3	61.9	17.3	100.0
	Management	F	0	0	2	5	4	11
		%	0	0	18.2	45.5	36.4	100.0
HR policies are maintained and followed in institution	Teachers	F	11	30	69	160	37	307
		%	3.6	9.8	22.5	52.1	12.1	100.0
	Management	F	0	0	2	3	6	11
		%	0	0	18.2	27.3	54.5	100.0
The management is concern with the retention of the staff.	Teachers	F	9	13	62	191	32	307
		%	2.9	4.2	20.2	62.2	10.4	100.0
	Management	F	0	0	2	4	5	11
		%	0	0	18.2	36.4	45.5	100.0

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that :

1. Teachers 62.2% and management representative 81.8% expresses their agreement towards statement were as 31.9% of the teachers have given their neutral opinion which may express their disagreement towards the

statement that the organization considers teaching job as prestigious with status symbol.

2. 79.2% teachers and 81.9% management representative expresses their agreement towards statement that the Institution code of conduct helps in motivating and retaining the teaching staff.
3. 64.2% teachers and 81.8% management representative expresses their agreement towards statement that the HR policies are maintained and followed in institution
4. Majority of teachers (72.6%) and management representative (81.9%) expresses their agreement towards statement that the management is concern with the retention of the staff

Hence from the above table it can be inferred that the management philosophies help in retaining the teachers of unaided junior colleges.

For in-depth analysis we further give details of descriptive parameters related to management philosophies which help in retaining the teaching staff at unaided junior colleges. Details of which are presented in the following table.

Table 4.4.1.8: A. Descriptive statistical parameters related to Management Philosophy

	Teachers					Management				
	N	Mean	M	Z	SD	N	Mean	M	Z	SD
Organization considers teaching job as prestigious with status symbol	307	3.71	4.00	4	.838	11	4.55	5.00	5	.820
Institution code of conduct helps in motivating and retaining the teaching staff.	307	3.88	4.00	4	.823	11	4.18	4.00	4	.751
HR policies are maintained and followed in institution	307	3.59	4.00	4	.946	11	4.36	5.00	5	.809

The management is concern with the retention of the staff.	307	3.73	4.00	4	.818	11	4.27	4.00	5	.786

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that :

1. Mean value related to the statement the organization considers teaching job as prestigious with status symbol is 3.71 for teachers and 4.55 for management representatives. Corresponding small standard deviation values are 0.838 and 0.820 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

2. Mean value related to the statement the Institution code of conduct helps in motivating and retaining the teaching staff is 3.88 for teachers and 4.18 for management representatives. Corresponding small standard deviation values are 0.823 and 0.751 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

3. Mean value related to the statement the HR policies are maintained and followed in institution is 3.59 for teachers and 4.36 for management representatives. Corresponding small standard deviation values are 0.946 and 0.809 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this

statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

4. Mean value related to the statement the management is concern with the retention of the staff is 3.73 for teachers and 4.27 for management representatives. Corresponding small standard deviation values are 0.818 and 0.751 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

Hence from the above table descriptive parameters it can also be inferred that management of an institution provided with the facilities and benefits with the blend of policies and philosophies that helps in retaining the teachers of unaided junior colleges.

4.4.2 Reasons of Attrition from the Teachers Perception

Teaching staff working in an unaided junior college continues working with the organization for the reasons that make them satisfied with their job factors. These factors are a combination of both financial compensation as well as organizational environment. The teaching faculty continues to work as long as they are satisfied and at their comfort zone. The management ensures that they provide with the best of work environment with positive vibes which would raise the morale high and motivate the teachers to grow both in terms of professional and personal front. It's rightly said that a teacher would work with the institution only if he/she feels secure & satisfied working in the conducive environment with the peer group's acceptance and also support from the superiors.

To understand the reasons of attrition from the teachers perception researcher considered three main dimensions namely Job factors, Selection process and Teachers perception**.** Two types of respondent's, teachers and management representatives were asked to give their opinion on five point agreement scale on different statements related to this dimensions. The codes are as below.

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

The details of this is given below.

A) Job Factors

Job factors are those factors that motivate and inspires the employee to work with vigor, wholeheartedly and dedicate oneself for the prosperity of the organization. This would increase the efficiency & effectiveness of the organization. Teaching staff in unaided junior colleges look for factors such as monthly & timely salary, internal promotion, performance appraisal, faculty development programme, fringe benefits, transparency in dealing, training & development, team spirit etc.

Moving to the first dimension of reasons of attrition - job factors, from the table given below we understand the responses given by the respondents' teacher and management representative.

Details of responses are given below:

Table 4.4.2.1: Details of the reasons of attrition- Job Factors

			SD	D	N	A	SA	T
Monthly and timely salary is provided	Teachers	F	1	13	39	185	69	307
		%	.3	4.2	12.7	60.3	22.5	100.0
	Management	F	0	0	1	5	5	11
		%	0	0	9.1	45.5	45.5	100.0
There is provision for internal promotion.	Teachers	F	6	13	83	176	29	307
		%	2.0	4.2	27.0	57.3	9.4	100.0
	Management	F	0	0	1	4	6	11
		%	0	0	9.1	36.4	54.5	100.0
Performance based appraisal is given	Teachers	F	7	17	133	116	34	307
		%	2.3	5.5	43.3	37.8	11.1	100.0
	Management	F	0	0	3	1	7	11
		%	0	0	27.3	9.1	63.6	100.0
Staff is sent for Faculty development Programme	Teachers	F	8	28	63	166	42	307
		%	2.6	9.1	20.5	54.1	13.7	100.0
	Management	F	0	1	1	3	6	11
		%	0	9.1	9.1	27.3	54.5	100.0
Fringe benefits are provided	Teachers	F	14	21	141	103	28	307
		%	4.6	6.8	45.9	33.6	9.1	100.0
	Management	F	0	0	2	2	7	11
		%	0	0	18.2	18.2	63.6	100.0
Team spirit and team work is promoted	Teachers	F	5	5	35	190	72	307
		%	1.6	1.6	11.4	61.9	23.5	100.0
	Management	F	0	0	1	5	5	11
		%	0	0	9.1	45.5	45.5	100.0
Transparency is followed in all aspects	Teachers	F	6	10	102	154	35	307
		%	2.0	3.3	33.2	50.2	11.4	100.0
	Management	F	0	0	3	3	5	11
		%	0	0	27.3	27.3	45.5	100.0
Institution provides training to the staff for their professional growth	Teachers	F	6	19	97	153	32	307
		%	2.0	6.2	31.6	49.8	10.4	100.0
	Management	F	0	0	2	3	6	11
		%	0	0	18.2	27.3	54.5	100.0

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that –

1. Majority of teachers (82.8%) and management representative (91.0%) expresses their agreement towards statement that the monthly and timely salary is provided.
2. 66.5% teachers and 90.9% management representative expresses their agreement towards statement that there is provision for internal promotion.
3. Teachers 48.9% and management representative 72.7% expresses their agreement towards statement were as 43.3% teachers and 27.3% management representative have given their neutral opinion which may express their disagreement towards the statement. This shows mixed opinion that the teaching staff disagrees and the management representative agrees that the performance based appraisal is given.
4. 67.8% teachers and 81.8% management representative expresses their agreement towards statement that the Staff is sent for faculty development program.
5. 45.9% teachers expresses their neutral opinion which may express their disagreement towards the statement and only 42.7% teachers and 81.8% management representative expresses their agreement towards statement that the fringe benefits are provided. This interpretation given a contradictory statement where both the teachers and management are in difference of opinion (teachers show disagreement and management representative shows agreement).

6. Majority of teachers (85.4%) and management representative (91.0%) expresses their agreement towards statement that the team spirit and team work is promoted.

7. Teachers (61.6%) and management representative (72.8%) expresses their agreement towards statement, were as 33.2% teachers and 27.3% management representative has expressed their neutral opinion which may promote their disagreement towards the statement that transparency is followed in all aspects.

8. Teachers (60.2%) and management representative (81.8%) expresses their agreement towards statement that the Institution provides training to the staff for their professional growth.

Hence from the above table it can be inferred that not all but few job factors are provided to teachers of unaided junior colleges. The job factors such as performance based appraisal and fringe benefits have shown more of disagreement from the teacher respondents. The management should also consider these factors which would help the organization retain the staff members.

For in-depth analysis we further give details of descriptive parameters related to job factors that are provided by the management. Details of which are presented in the following table.

Table 4.4.2.2: Descriptive statistical parameters related to the reasons of attrition- Job Factors

	Teachers					Management				
	N	Mean	M	Z	SD	N	Mean	M	Z	SD
Monthly and timely salary is provided	307	4.00	4.00	4	.743	11	4.36	4.00	4	.674
There is provision for internal promotion.	307	3.68	4.00	4	.781	11	4.45	5.00	5	.688
Performance based appraisal is given	307	3.50	3.00	3	.849	11	4.36	5.00	5	.924
Staff is sent for Faculty development Programme	307	3.67	4.00	4	.914	11	4.27	5.00	5	1.009
Fringe benefits are provided	307	3.36	3.00	3	.909	11	4.45	5.00	5	.820
Team spirit and team work is promoted	307	4.04	4.00	4	.749	11	4.36	4.00	4	.674
Transparency is followed in all aspects	307	3.66	4.00	4	.798	11	4.18	4.00	5	.874
Institution provides training to the staff for their professional growth	307	3.61	4.00	4	.831	11	4.36	5.00	5	.809

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that -

1. Mean value related to the statement the monthly and timely salary is provided is 4.00 for teachers and 4.36 for management representatives. Corresponding small standard deviation values are 0.743 and 0.674 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are equal to 4. This also support above.
2. Mean value related to the statement there is provision for internal promotion is 3.68 for teachers and 4.45 for management representatives.

Corresponding small standard deviation values are 0.781 and 0.688 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

3. Mean value related to the statement performance based appraisal is given is 3.50 for teachers and 4.36 for management representatives. Corresponding small standard deviation values are 0.849 and 0.924 respectively. It means respondent teachers have shown their disagreement were as the management representative expresses their agreement towards this statement. Median (M) and mode (Z) values for the teacher respondents are equal to 3 and that for the management representative is greater than 4. Both the respondents are with contradictory views. This also support above.

4. Mean value related to the statement that Staff is sent for Faculty development Programme is 3.67 for teachers and 4.27 for management representatives. Corresponding small standard deviation values are 0.914 and 1.009 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

5. Mean value related to the statement that fringe benefits are provided is 3.36 for teachers and 4.45 for management representatives. Corresponding small standard deviation values are 0.909 and 0.820 respectively. It means respondents' teachers expresses their disagreement towards the statement and also median (M) and mode (Z) values are also equal to 3. Management representative expresses their agreement towards this statement and the

median (M) and mode (Z) values are also greater than 4. So both the respondents are with difference of the opinion. All the above interpretation also support the statement.

6. Mean value related to the statement that Team spirit and team work is promoted is 4.04 for teachers and 4.36 for management representatives. Corresponding small standard deviation values are 0.749 and 0.674 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also equal to 4. This also support above.

7. Mean value related to the statement that Transparency is followed in all aspects is 3.66 for teachers and 4.18 for management representatives. Corresponding small standard deviation values are 0.798 and 0.874 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

8. Mean value related to the statement Institution provides training to the staff for their professional growth is 3.61 for teachers and 4.36 for management representatives. Corresponding small standard deviation values are 0.831 and 0.809 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

Hence from the above table descriptive parameters it can also be inferred that not all the job factors are provided by the management to teachers of unaided junior

colleges. The job factors such as performance based appraisal and fringe benefits have shown more of disagreement from the teacher respondents. The management should also consider these factors which would help the organization retain the staff members.

Moving further to the second dimension of reasons of attrition – selection process, from the table given below we understand the responses given by the respondents' teacher and management representative.

B) **Selection Process**

Selection Process is one of the very important tool in of the human resource management. It is the process of selection right person for the right job. It is the procedure with which the organization requirements are matched with the qualifications, skill and experience of the person in order to increase the efficiency and the strength of the work force. This ensures consistency and compliance in the process of recruitment and selection. It results in elimination of unsuitable candidate. It follows techniques based on scientific parameters to choose an appropriate person for the job. By following the steps of selection process, recruitment planning and forecasting is done, resumes are screened as required, face to face interview rounds are conducted, reference checks are conducted, employment test and demo lessons are taken and finally right candidate with right skill and caliber is selected.

The table given below shows the responses of the teachers and the management representative regarding the selection process.

Table 4.4.2.3: Details of the reasons of attrition- Selection Process

			SD	D	N	A	SA	T
Recruitment planning and forecasting is done	Teachers	F	2	7	100	157	41	307
		%	.7	2.3	32.6	51.1	13.4	100.0
	Management	F	0	0	2	6	3	11
		%	0	0	18.2	54.5	27.3	100.0
Only qualified and trained staff is recruited	Teachers	F	3	3	43	213	45	307
		%	1.0	1.0	14.0	69.4	14.7	100.0
	Management	F	0	0	0	3	8	11
		%	0	0	0	27.3	72.7	100.0
Resumes are screened as per the requirement	Teachers	F	3	2	53	195	54	307
		%	1.0	.7	17.3	63.5	17.6	100.0
	Management	F	0	0	1	4	6	11
		%	0	0	9.1	36.4	54.5	100.0
Face to face interview rounds are taken before selection.	Teachers	F	3	2	53	195	54	307
		%	1.0	.7	17.3	63.5	17.6	100.0
	Management	F	0	0	2	3	6	11
		%	0	0	18.2	27.3	54.5	100.0
Reference checks are conducted	Teachers	F	0	7	113	144	43	307
		%	0	2.3	36.8	46.9	14.0	100.0
	Management	F	0	0	2	5	4	11
		%	0	0	18.2	45.5	36.4	100.0
Employment test and Demo lessons are taken	Teachers	F	0	6	48	193	60	307
		%	0	2.0	15.6	62.9	19.5	100.0
	Management	F	0	0	3	3	5	11
		%	0	0	27.3	27.3	45.5	100.0
Final selection is done on the caliber of the candidate.	Teachers	F	1	8	61	177	60	307
		%	.3	2.6	19.9	57.7	19.5	100.0
	Management	F	0	0	4	2	5	11
		%	0	0	36.4	18.2	45.5	100.0
Duties and responsibilities are briefed to the candidates.	Teachers	F	4	6	68	156	73	307
		%	1.3	2.0	22.1	50.8	23.8	100.0
	Management	F	0	0	2	3	6	11
		%	0	0	18.2	27.3	54.5	100.0

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that :

1. Teachers (64.5%) and management representative (81.8%) expresses their agreement towards statement that recruitment planning and forecasting is

done. The management is very calculative in term of appointment of the teaching staff, as the entire process involves cost.

2. 84.1% teachers and 100% management representative expresses their agreement towards statement that only qualified and trained staff is recruited.

3. Majority of teachers (81.1%) and management representative (90.9%) expresses their agreement towards statement that resumes are screened as per the requirement. The screen help the institute to know the back ground, work experience, family history etc. This gives an idea about the employee and his planning for near future.

4. 81.1% teachers and 81.8% management representative expresses their agreement towards statement that face to face interview rounds are taken before selection.

5. 60.9% teachers and 81.9% management representative expresses their agreement towards statement that reference checks are conducted. This would give a zest to build a faith factor regarding the employee.

6. Majority of teachers (82.4%) and management representative (72.8%) expresses their agreement towards statement that employment test and demo lessons are taken.

7. Teachers (77.2%) and management representative (63.7%) expresses their agreement towards the statement were as 36.3% of the management representative has given their neutral opinion which may express their disagreement towards the statement that final selection is done on the caliber of the candidate.

8. Majority of teachers (74.6%) and management representative (81.8%) expresses their agreement towards statement that duties and responsibilities are briefed to the candidates.

Hence from the above table it can be inferred that the selection process is followed for the appointment of teachers of unaided junior colleges. This helps the organization in selecting the cream of the potentials from the industry and people who are serious about their job and are looking for the long term endeavor with the organization.

For in-depth analysis we further give details of descriptive parameters related to selection process. Details of which are presented in the following table.

Table 4.4.2.4: Descriptive statistical parameters related to reasons of attrition-Selection Process

	Teachers					Management				
	N	Mean	M	Z	SD	N	Mean	M	Z	SD
Recruitment planning and forecasting is done	307	3.74	4.00	4	.738	11	4.09	4.00	4	.701
Only qualified and trained staff is recruited	307	3.96	4.00	4	.643	11	4.73	5.00	5	.467
Resumes are screened as per the requirement	307	3.99	4.00	4	.610	11	4.45	5.00	5	.688
Face to face interview rounds are taken before selection.	307	3.96	4.00	4	.680	11	4.36	5.00	5	.809
Reference checks are conducted	307	3.73	4.00	4	.725	11	4.18	4.00	4	.751
Employment test and Demo lessons are taken	307	4.00	4.00	4	.657	11	4.18	4.00	5	.874
Final selection is done on the caliber of the candidate.	307	3.93	4.00	4	.725	11	4.09	4.00	5	.944
Duties and responsibilities are briefed to the candidates.	307	3.94	4.00	4	.808	11	4.36	5.00	5	.809

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that :

1. Mean value related to the statement Recruitment planning and forecasting is done is 3.74 for teachers and 4.09 for management representatives. Corresponding small standard deviation values are 0.738 and 0.701 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also equal to 4. This also support above.
2. Mean value related to the statement only qualified and trained staff is recruited is 3.96 for teachers and 4.73 for management representatives. Corresponding small standard deviation values are 0.643 and 0.467 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.
3. Mean value related to the statement Resumes are screened as per the requirement is 3.96 for teachers and 4.45 for management representatives. Corresponding small standard deviation values are 0.610 and 0.688 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.
4. Mean value related to the statement Face to face interview rounds are taken before selection is 3.96 for teachers and 4.36 for management representatives. Corresponding small standard deviation values are 0.680 and 0.809 respectively. It means respondents (both teachers and

management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

5. Mean value related to the statement Reference checks are conducted is 3.73 for teachers and 4.18 for management representatives. Corresponding small standard deviation values are 0.725 and 0.751 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are equal to 4. This also support above.

6. Mean value related to the statement Employment test and Demo lessons are taken is 4.00 for teachers and 4.18 for management representatives. Corresponding small standard deviation values are 0.657 and 0.874 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

7. Mean value related to the statement Final selection is done on the caliber of the candidate is 3.93 for teachers and 4.09 for management representatives. Corresponding small standard deviation values are 0.725 and 0.944 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

8. Mean value related to the statement Duties and responsibilities are briefed to the candidates is 3.94 for teachers and 4.36 for management representatives. Corresponding small standard deviation values are 0.808

and 0.809 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

Hence from the above table descriptive parameters it can also be inferred that selection process is followed by the institutions to appoint the teachers of unaided junior colleges.

Moving further to the third dimension of understanding the reasons of attrition – teachers perception from the table given below we understand the responses given by the respondents' teacher and management representative.

C) **Teachers' Perception**

They are various reasons for attrition from various perceptions. Taking into consideration the teachers perception - lack of information, communication gap, timely & monthly salary not provided, issue of warning & memos for every reasons, no say in the management, travelling problem etc. leads to high end of attrition rate on the contrary teachers would prefer working within the vicinity of their residence, the organization factors such as homely environment, peer group influence also helps in retention of the teachers. Sometimes lack of required professional educational qualification, lack of leadership qualities also acts out to be an aid for retention. Management positive philosophy, transparency in dealing, allowing teachers to be a part of discussion and decision process, recognition & appreciation of work, suggestion from teachers welcomed etc. motivates the teachers to work with the organization for long period of time.

The table given below shows the responses of the teachers and the management representative regarding the reasons of attrition – teachers' perception

Table 4.4.2.5: Details of the reasons of attrition- Teachers Perception

			SD	D	N	A	SA	T
Job within the vicinity is preferred	Teachers	F	3	11	101	149	43	307
		%	1.0	3.6	32.9	48.5	14.0	100.0
Salary is not given on time	Teachers	F	75	80	66	72	14	307
		%	24.4	26.1	21.5	23.5	4.6	100.0
Peer group influence leads to retention	Teachers	F	10	38	103	134	22	307
		%	3.3	12.4	33.6	43.6	7.2	100.0
Reluctant to change due to homely environment	Teachers	F	47	18	109	108	25	307
		%	15.3	5.9	35.5	35.2	8.1	100.0
Lack of required educational qualifications affects better prospects.	Teachers	F	46	15	96	116	34	307
		%	15.0	4.9	31.3	37.8	11.1	100.0
Selection and recruitment process at any organization are tedious and time consuming	Teachers	F	9	87	94	85	32	307
		%	2.9	28.3	30.6	27.7	10.4	100.0
Teachers are Communicated for all the matters related	Teachers	F	38	35	66	122	46	307
		%	12.4	11.4	21.5	39.7	15.0	100.0
Teachers are engaged in discussion and decision making	Teachers	F	40	35	58	131	43	307
		%	13.0	11.4	18.9	42.7	14.0	100.0
Happiness index is high, as the teachers work is appreciated	Teachers	F	11	27	74	148	47	307
		%	3.6	8.8	24.1	48.2	15.3	100.0
Teachers are frequently issued memos, warning letters, loss of job threats etc.	Teachers	F	48	57	85	89	28	307
		%	15.6	18.6	27.7	29.0	9.1	100.0
Complaints and suggestion of the staff reaches to the management and are dealt on serious basis	Teachers	F	36	37	65	126	43	307
		%	11.7	12.1	21.2	41.0	14.0	100.0

Source: Prepared by the Researcher from the primary data.

Interpretation

From above table it is observed that:

1. 62.5% teachers expresses their agreement were as 32.9% expresses their neutral opinion which may promote disagreement towards the statement that job within the vicinity is preferred.
2. 50.5% teachers expresses their disagreement and 21.5% teachers have given their neutral responses, which may show their disagreement towards the statement that salary is not given on time. This shows that majority of teaching staff are satisfied when it comes to the timely salary.
3. Teachers 50.8% expresses their agreement were as 33.6% teachers have given their neutral response which may promote their disagreement towards statement that peer group influence leads to retention. This interprets that almost the percentage of agreement and disagreement is equal.
4. 43.3% teachers expresses their agreement towards the statement were as 35.5% teachers expresses their neutral response which may be due to disagreement towards the statement that reluctant to change due to homely environment. If we consider the neutral response as disagreement then 56.9% teachers have shown their disagreement towards the statement. This means that the teachers are ready to change the job for better prospects.
5. 48.9% teachers expresses their agreement towards statement were as 31.3% expressed their neutral response which may be towards disagreement of the statement that lack of required educational qualifications affects better prospects. This interprets that the teachers are

ready to leave the institution even if you don't have required education qualification for change and better prospects.

6. Only 38.1% teachers expresses their agreement were as 30.6% teachers have neutral response which may promote disagreement towards the statement that Selection and recruitment process at any organization are tedious and time consuming.
7. Teachers 54.7% expresses their agreement towards statement that teachers are communicated for all the matters related.
8. 56.7% teachers' expresses their agreement and 21.5% expresses their neutral response which may promote disagreement towards the statement that Teachers are engaged in discussion and decision making.
9. Majority of teachers (63.5%) expresses their agreement 18.5% expresses their neutral response which may promote disagreement towards statement that Happiness index is high, as the teachers work is appreciated
10. Only 38.1% teachers' expresses their agreement 27.7% expresses their neutral response which may promote disagreement as well as 34.1% expressed their disagreement towards the statement. This means that memos, warning letters, loss of job threats etc. are not frequently issued to the teachers.
11. Teachers 55% expresses their agreement were as 21.2% expresses their neutral response which may promote disagreement towards the statement that Complaints and suggestion of the staff reaches to the management and are dealt on serious basis.

Hence from the above table it can be inferred that the reasons of attrition from teacher's perception shows a mixed opinion in terms of agreement. The respondent teachers have shown a bend towards neutral responses which may promote a disagreement.

For in-depth analysis we further give details of descriptive parameters related to reasons of attrition from teachers' perception. Details of which are presented in the following table.

Table 4.4.2.6: Descriptive statistical parameters related to reasons of attrition- Teachers Perception

	Teachers				
	N	Mean	M	Z	SD
Job within the vicinity is preferred	307	3.71	4.00	4	.786
Salary is not given on time	307	2.58	2.00	2	1.217
Peer group influence leads to retention	307	3.39	4.00	4	.909
Reluctant to change due to homely environment	307	3.15	3.00	3	1.153
Lack of required educational qualifications affects better prospects.	307	3.25	3.00	4	1.188
Selection and recruitment process at any organization are tedious and time consuming	307	3.14	3.00	3	1.038
Teachers are Communicated for all the matters related	307	3.34	4.00	4	1.224
Teachers are engaged in discussion and decision making	307	3.33	4.00	4	1.232
Happiness index is high, as the teachers work is appreciated	307	3.63	4.00	4	.966
Teachers are frequently issued memos, warning letters, loss of job threats etc.	307	2.97	3.00	4	1.212
Complaints and suggestion of the staff reaches to the management and are dealt on serious basis	307	3.34	4.00	4	1.205

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that:

1. Mean value related to the statement job within the vicinity is preferred is 3.71 for teachers. Corresponding small standard deviation value of 0.786. It means teacher respondents expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.
2. Mean value related to the statement salary is not given on time is 2.58 for teachers. Corresponding small standard deviation value of 1.217. It means teacher respondents expresses their disagreement towards this statement. Median (M) and mode (Z) values are equal to 2. This also support above.
3. Mean value related to the statement peer group influence leads to retention is 3.39 for teachers. Corresponding small standard deviation value of 0.909. It means teacher respondents expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.
4. Mean value related to the statement reluctant to change due to homely environment is 3.15 for teachers. Corresponding small standard deviation value of 1.153. It means teacher respondents expresses their disagreement towards this statement. Median (M) and mode (Z) values are also greater than 3. This also support above.
5. Mean value related to the statement lack of required educational qualifications affects better prospects is 3.25 for teachers. Corresponding small standard deviation value of 1.188. It means teacher respondents

expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 3. This also support above.

6. Mean value related to the statement selection and recruitment process at any organization are tedious and time consuming is 3.14 for teachers. Corresponding small standard deviation value of 1.038. It means teacher respondents expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 3. This also support above.

7. Mean value related to the statement teachers are communicated for all the matters related is 3.34 for teachers. Corresponding small standard deviation value of 1.224. It means teacher respondents expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

8. Mean value related to the statement teachers are engaged in discussion and decision making is 3.33 for teachers. Corresponding small standard deviation value of 1.232. It means teacher respondents expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

9. Mean value related to the statement happiness index is high, as the teachers work is appreciated is 3.63 for teachers. Corresponding small standard deviation value of 0.966. It means teacher respondents expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

10. Mean value related to the statement teachers are frequently issued memos, warning letters, loss of job threats etc. is 2.97 for teachers. Corresponding

small standard deviation value of 1.212. It means teacher respondents expresses their disagreement towards this statement. Median (M) and mode (Z) values are also greater than 3. This also support above.

11. Mean value related to the statement complaints and suggestion of the staff reaches to the management and are dealt on serious basis is 3.34 for teachers. Corresponding small standard deviation value of 1.205. It means teacher respondents expresses their agreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

Hence from the above table descriptive parameters it can also be inferred that the reasons of attrition from teacher's perception has shown an agreement for some factors were as disagreement for few factors. This factors in which the teachers have shown disagreement needs to be studied and taken care by the management so that they can control attrition. It also gives a detailed insight of the factors which makes teachers continue in the unaided junior colleges.

4.4.3 Impact of Attrition on the Academic Performance of the Students

Attrition not only affects the organization as a whole but also the students at large. The students' academic performance is hampered and they start losing their interest towards their studies. They are psychologically affected due to attrition. Sometimes they are unable to cope with the new faculty member, as the teaching style and methodologies differ. This creates a gap among the students. Their subject wise performance as well as overall performance gets affected.

A) Academic Performance:

Two year of junior college and the board exam of higher secondary is considered as the second step towards the career of a students. The academic achievement is short or long term goal of the students towards his educational path. Due to attrition this educational path becomes more difficult. Students lose their interest, their academic performance is affected. Their overall percentage is affected. Their interest in the subject where the teacher has left the organization is lost, and so are the career options related to that subject. Thus attrition affects the passing percentage of the junior college and taints the goodwill of the institution.

To study the impact of academic performance and psychological interest of the students on two dimensions namely academic performance and loss of interest. Two types of respondent's, teachers and management representatives were asked to give their opinion on five point agreement scale on different statements related to this dimensions. This scale is a one sided agreement scale. The codes are as below.

1. No affect
2. Minor affect
3. Neutral
4. Moderate affect
5. Major affect

Moving further to the first dimension of impact of attrition on academic performance, from the table given below we understand the responses given by the respondents' teacher and management representative.

The details of this is given below.

Table 4.4.3.1: Details of the Impact of Attrition on Students - Academic Performance

			NA	MA	N	MOA	MaA	T
Attrition of the teaching staff affect the academic performance of the students	Teachers	F	21	72	83	93	38	307
		%	6.8	23.5	27.0	30.3	12.4	100.0
	Management	F	0	0	2	4	5	11
		%	0	0	18.2	36.4	45.5	100.0
Attrition create the gap among the students	Teachers	F	16	75	75	100	41	307
		%	5.2	24.4	24.4	32.6	13.4	100.0
	Management	F	0	0	2	8	1	11
		%	0	0	18.2	72.7	9.1	100.0
The subject-wise performance of the students' is affect due to attrition	Teachers	F	24	55	97	113	18	307
		%	7.8	17.9	31.6	36.8	5.9	100.0
	Management	F	0	0	6	3	2	11
		%	0	0	54.5	27.3	18.2	100.0
The overall result of the college is affected due to attrition	Teachers	F	23	60	72	79	73	307
		%	7.5	19.5	23.5	25.7	23.8	100.0
	Management	F	0	0	3	7	1	11
		%	0	0	27.3	63.6	9.1	100.0
Students find difficulty in adjusting with the new teaching faculty	Teachers	F	21	46	78	99	63	307
		%	6.8	15.0	25.4	32.2	20.5	100.0
	Management	F	0	0	3	8	0	11
		%	0	0	27.3	72.7	0	100.0
Students do not accept and adopt to change	Teachers	F	28	52	88	119	20	307
		%	9.1	16.9	28.7	38.8	6.5	100.0
	Management	F	0	2	5	2	2	11
		%	0	18.2	45.5	18.2	18.2	100.0
The subject wise passing percentage falls due to attrition	Teachers	F	18	65	76	76	72	307
		%	5.9	21.2	24.8	24.8	23.5	100.0
	Management	F	2	1	1	5	2	11
		%	18.2	9.1	9.1	45.5	18.2	100.0
The evaluation process is hampered	Teachers	F	16	59	113	78	41	307
		%	5.2	19.2	36.8	25.4	13.4	100.0
	Management	F	2	0	2	5	2	11
		%	18.2	0	18.2	45.5	18.2	100.0

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that

1. Teachers' 42.7% and management representative 81.9% expresses their opinion about the statement that attrition of the teaching staff majorly affect the academic performance of the students. Also 27.0% of teachers expresses their neutral opinion which may tend towards minor effect of the given statement. The teachers are of the opinion that attrition does not majorly affect the academic performance.
2. 46.0% teachers and 81.8% management representative expresses their opinion towards the statement that attrition majorly affects and creates the gap among the students. Here there is mixed opinion that the teachers express minor affect and the management representative express major affect with the statement.
3. Only 42.7% teachers and 47.5% management representative expresses their opinion towards the statement that attrition majorly affects subject wise performance of the students, were as teachers 31.6% and management representative 54.5% expresses their neutral opinion, which may indicate minor affect towards statement, this shows that both the respondents are of the opinion that attrition affect is minor for the given statement that the subject-wise performance of the students' is affected due to attrition.
4. 49.5% teachers and 72.7% management representative expresses their agreement towards the statement that the overall result of the college is majorly affected due to attrition, were as 23.5% teacher and 27.3% management representative have posted their neutral response which may

promote minor affect of the above statement. Here both the respondents have expressed their contradictory opinion, in which management representative emphasis on major effect and teacher respondent express their minor affect on the given statement.

5. 52.7% teachers and 72.7% management representative expresses their response for major effect of the statement that students find difficulty in adjusting with the new teaching faculty, were as 25.4% teachers and 27.3% management representative expressed their neutral opinion, which may promote minor change for the above statement.

6. 45.3% teachers and 36.4% management representative expresses their response for major effect of the statement that Students do not accept and adopt to change, were as 28.7% teachers and 45.5% management representative expressed their neutral opinion, which may promote minor change for the above statement. Thus both the respondents have expressed their opinion of minor affect.

7. Teachers (48.3%) and management representative (63.7%) expresses their opinion of major change towards statement that the subject wise passing percentage falls due to attrition, were as 24.8% of teacher and 9.1% of management representative have given their neutral response, which may express minor change in the above statement. Here both the respondents have contradictory opinion, wherein the management has the opinion of major affect and teachers with minor affect for the given statement.

8. Management representative 63.7% expresses their response for major change, whereas only 38.8% teachers representative express their response

of major change towards the statement that the evaluation process is hampered. 36.8% teachers and 18.2% management representative have posted their neutral response, which may indicate minor change towards the statement that evaluation process is hampered. Here both the respondents have difference of opinion, in which management expresses major affect and teacher representative express minor affect to the given statement.

Hence from the above table it can be inferred that the academic performance of the students is affected due to attrition of teachers of unaided junior colleges. Management representative have posted their strong response with major affect for almost all the dimensions and teacher representative have posted their weak response with minor affect for the given dimensions.

For in-depth analysis we further give details of descriptive parameters related to the impact of academic performance of the students due to attrition. Details of which are presented in the following table

Table 4.4.3.2: Descriptive statistical parameters related to the impact of attrition on students - Academic Performance

	Teachers					Management				
	N	Mean	M	Z	SD	N	Mean	M	Z	SD
Attrition of the teaching staff affect the academic performance of the students	307	3.18	3.00	4	1.131	11	4.27	4.00	5	.786
Attrition create the gap among the students	307	3.24	3.00	4	1.121	11	3.91	4.00	4	.539
The subject-wise performance of the students' is affected due to attrition	307	3.15	3.00	4	1.037	11	3.64	3.00	3	.809
The overall result of the college is affected due to attrition	307	3.39	3.00	4	1.248	11	3.82	4.00	4	.603

Students find difficulty in adjusting with the new teaching faculty	307	3.45	4.00	4	1.171	11	3.73	4.00	4	.467
Students do not accept and adopt to change	307	3.17	3.00	4	1.076	11	3.18	3.00	3	1.328
The subject wise passing percentage falls due to attrition	307	3.39	3.00	3	1.219	11	3.36	4.00	4	1.433
The evaluation process is hampered	307	3.22	3.00	3	1.069	11	3.45	4.00	4	1.368

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that :

1. Mean value related to the statement attrition of the teaching staff affect the academic performance of the students is 3.18 for teachers and 4.27 for management representatives. Corresponding small standard deviation values are 1.131 and 0.786 respectively. It means respondents teachers have the opinion that there is minor affect were as and the management representative expresses their strong opinion of major affect towards this statement. Median (M) and mode (Z) values are equal to 3 for teacher respondent and above 4 for the management representative. The interpretation shows a wide gap in the responses of both the respondents.

2. Mean value related to the statement attrition create the gap among the students is 3.24 for teachers and 3.91 for management representatives. Corresponding small standard deviation values are 1.121 and 0.539 respectively. It means respondents teachers expresses their opinion that there is minor affect towards this statement and management representative

have expressed their opinion with major affect towards the statement. Median (M) and mode (Z) values for the teachers are also equal to 3 and that of the management is equal to 4.This also support above.

3. Mean value related to the statement the subject-wise performance of the students' is affect due to attrition is 3.15 for teachers and 3.64 for management representatives. Corresponding small standard deviation values are 1.037 and 0.809 respectively. It means respondents (both teachers and management representative) expresses their opinion of minor affect towards this statement. Median (M) and mode (Z) values are also greater than 3. This also support above.

4. Mean value related to the statement the overall result of the college is affected due to attrition is 3.39 for teachers and 3.82 for management representatives. Corresponding small standard deviation values are 1.248 and 0.603 respectively. It means respondents teachers are of the opinion that it has minor affect were as and management representative expresses their opinion of major affect towards this statement. Median (M) and mode (Z) values are also greater than 3 for teachers and greater than 4 for management representative. This also support above

5. Mean value related to the statement students find difficulty in adjusting with the new teaching faculty is 3.45 for teachers and 3.73 for management representatives. Corresponding small standard deviation values are 1.171 and .467 respectively. It means respondents (both teachers and management representative) expresses their opinion of major affect towards this statement. Median (M) and mode (Z) values are equal to 4. This also support above.

6. Mean value related to the statement students do not accept and adopt to change is 3.17 for teachers and 3.18 for management representatives. Corresponding small standard deviation values are 1.076 and 1.328 respectively. It means respondents (both teachers and management representative) expresses their opinion of minor change towards the statement. Median (M) and mode (Z) values are also greater than 3. This also support above.

7. Mean value related to the statement the subject wise passing percentage falls due to attrition is 3.39 for teachers and 3.36 for management representatives. Corresponding small standard deviation values are 1.219 and 1.433 respectively. It means respondents teachers expresses their opinion of minor affect and management representative expresses their opinion of major change towards this statement. Median (M) and mode (Z) values are also equal to 3 for teachers and greater than 3 for management representative. This also support above.

8. Mean value related to the statement the evaluation process is hampered is 3.22 for teachers and 3.45 for management representatives. Corresponding small standard deviation values are 1.069 and 1.368 respectively. It means respondent's teachers have an opinion that there is minor affect and management representative expresses their opinion of major affect towards this statement. Median (M) and mode (Z) values are also equal to 3 for teachers and greater than 3 for management representative. This also support above.

Hence from the above table descriptive parameters it can also be inferred that the academic performance is affected due to the attrition of the teachers of unaided

junior colleges. At few dimensions the teachers and the management representative differ in their opinion. At times the management representative have shown a stronger incline towards major affect whereas the teacher respondents have shown higher responses as neutral for few dimensions.

B) **Loss of Interest**

One of the major stakeholder in the education industry is the students. They are the epicenter of the entire teaching learning process. This stakeholders are at a great loss due to attrition of the teaching staff in the unaided junior colleges. Their interest towards their studies is lost. Their hope to excel in a given subject is lost due to lack of guidance and motivation. Concept formation is badly affected due to frequent change in the faculty member. Bonding between the college, teachers and students is disturbed due to attrition. Attrition no only brings frustration among the students but also ruins their focus.

Moving further to the second dimension to know the impact of attrition on the academic performance of the students - Loss of interest, from the table given below we understand the responses given by the respondents' teacher and management representative.

Table 4.4.3.3: Details of the impact of attrition on students - Loss of interest

			NA	MA	N	MOA	MaA	T
The hopes of the students to excel in the subject is lost	Teachers	F	62	85	69	64	27	307
		%	20.2	27.7	22.5	20.8	8.8	100.0
	Management	F	2	3	3	2	1	11
		%	18.2	27.3	27.3	18.2	9.1	100.0
Student's interest in the respective subject is lost due to frequent change of the faculty member	Teachers	F	18	123	80	58	28	307
		%	5.9	40.1	26.1	18.9	9.1	100.0
	Management	F	0	1	7	0	3	11
		%	0	9.1	63.6	0	27.3	100.0
Students start bunking the class, due to lack of interest and no repo building with the new faculty member	Teachers	F	56	68	92	64	27	307
		%	18.2	22.1	30.0	20.8	8.8	100.0
	Management	F	2	5	3	0	1	11
		%	18.2	45.5	27.3	0	9.1	100.0
Attrition creates fear among the students towards that particular subject	Teachers	F	17	89	107	61	33	307
		%	5.5	29.0	34.9	19.9	10.7	100.0
	Management	F	1	1	6	3	0	11
		%	9.1	9.1	54.5	27.3	0	100.0
Concept formation process is badly affected due to attrition of teaching staff.	Teachers	F	9	63	127	83	25	307
		%	2.9	20.5	41.4	27.0	8.1	100.0
	Management	F	0	2	8	1	0	11
		%	0	18.2	72.7	9.1	0	100.0
Bonding between the student and the faculty members is disturbed	Teachers	F	20	53	139	67	28	307
		%	6.5	17.3	45.3	21.8	9.1	100.0
	Management	F	0	1	5	5	0	11
		%	0	9.1	45.5	45.5	0	100.0
Students start agitating towards the college authorities	Teachers	F	55	47	115	67	23	307
		%	17.9	15.3	37.5	21.8	7.5	100.0
	Management	F	2	1	4	4	0	11
		%	18.2	9.1	36.4	36.4	0	100.0
The goodwill of the college is at stake which results in reduction of admissions	Teachers	F	18	87	78	90	34	307
		%	5.9	28.3	25.4	29.3	11.1	100.0
	Management	F	1	1	7	2		11
		%	9.1	9.1	63.6	18.2		100.0

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that :

1. Teachers (47.9%) and management representative (45.5%) expresses their opinion of minor affect and 22.5% of teacher respondents and 27.3% of the management respondents have expressed their neutral opinion towards statement that the hopes of the students to excel in the subject is lost. This shows that both representative have expressed their opinion of minor affect to the given statement.

2. 46% teachers expresses their opinion of minor affect and 26.1% teacher respondent have given their neutral opinion whereas 63.6% management representative expresses their neutral opinion towards statement that student's interest in the respective subject is lost due to frequent change of the faculty member. This shows that both representative have expressed their opinion of minor affect to the given statement.

3. Teachers (40.3%) and management representative (63.7%) expresses their opinion of minor affect towards statement that students start bunking the class, due to lack of interest and no repo building with the new faculty member. This shows that both representative have expressed their opinion of minor affect to the given statement.

4. 34.5% teachers expresses their opinion of minor affect and 54.5% management representative and 34.4% teachers expresses their neutral opinion towards statement. This shows that both representative have expressed their opinion of minor affect to the given statement that attrition creates fear among the students towards that particular subject.

5. Teachers (23.4%) expresses their opinion of minor affects, and 41.4% expressed neutral opinion were as 72.7% management representative

expresses their neutral opinion towards statement. This shows that both representative have expressed their opinion of minor affect to the given statement that concept formation process is badly affected due to attrition of teaching staff.

6. Teachers 23.8% express their minor affect and 45.3% express their neutral opinion, were as management representative 45.5% expresses their neutral opinion. This shows that both representative have expressed their opinion of minor affect to the given statement that bonding between the student and the faculty members is disturbed.

7. Teachers (33.2%) a nd management representative (27.3%) expresses their opinion of minor affect were as 37.5% teachers and 36.4% management representative expresses their neutral opinion. This shows that both the respondents are of the opinion that has minor affect towards the statement that students start agitating towards the college authorities.

8. 40.4% teachers expresses their opinion that it majorly affects and 63.6% management representative and 25.4% teachers expresses their neutral opinion towards the statement. This shows that both the respondents have expressed their opinion of minor affect at the goodwill of the college is at stake which results in reduction of admissions.

Table 4.4.6.4: Descriptive statistical parameters related to the impact of attrition on students - Loss of interest

	Teachers					Management				
	N	Mean	M	Z	SD	N	Mean	M	Z	SD
The hopes of the students to excel in the subject is lost	307	2.70	3.00	2	1.250	11	2.73	3.00	2	1.272
Student's interest in the respective subject is lost due to frequent change of the faculty member	307	2.85	3.00	2	1.082	11	3.45	3.00	3	1.036
Students start bunking the class, due to lack of interest and no repo building with the new faculty member	307	2.80	3.00	3	1.215	11	2.36	2.00	2	1.120
Attrition creates fear among the students towards that particular subject	307	3.01	3.00	3	1.069	11	3.00	3.00	3	.894
Concept formation process is badly affected due to attrition of teaching staff.	307	3.17	3.00	3	.945	11	2.91	3.00	3	.539
Bonding between the student and the faculty members is disturbed	307	3.10	3.00	3	1.005	11	3.36	3.00	3	.674
Students start agitating towards the college authorities	307	2.86	3.00	3	1.171	11	2.91	3.00	3	1.136
The goodwill of the college is at stake which results in reduction of admissions	307	3.11	3.00	4	1.116	11	2.91	3.00	3	.831

Source: Prepared by the Researcher from the primary data.

Hence from the above table it can be inferred that both teachers and management differ in their opinion when it comes to student's loss of interest in their studies due to attrition of teachers of unaided junior colleges.

Interpretation:

From above table it is observed that :

1. Mean value related to the statement the hopes of the students to excel in the subject is lost is 2.70 for teachers and 2.73 for management representatives. Corresponding small standard deviation values are 1.250 and 1.272 respectively. It means respondents (both teachers and management representative) expresses their opinion of minor affect towards this statement. Both the respondents responses clearly states that the students hope to excel is not lost. A motivated and confident students can excel with the available resource and support. Median (M) and mode (Z) values are less than 3. This also support above.

2. Mean value related to the statement student's interest in the respective subject is lost due to frequent change of the faculty member is 2.85 for teachers and 3.45 for management representatives. Corresponding small standard deviation values are 1.082 and 1.036 respectively. It means respondents (both teachers and management representative) expresses their opinion of minor affect towards this statement. The management representative (63.7%) has given their neutral response which may also express their opinion of minor affect towards the statement. Median (M) and mode (Z) values are also less than 3. This also support above.

3. Mean value related to the statement students start bunking the class, due to lack of interest and no repo building with the new faculty member is 2.80 for teachers and 2.36 for management representatives. Corresponding small standard deviation values are 1.215 and 1.120 respectively. It means

respondents (both teachers and management representative) expresses their opinion of minor affect towards this statement. Median (M) and mode (Z) values are also less than 3. This also support above.

4. Mean value related to the statement attrition creates fear among the students towards that particular subject is 3.01 for teachers and 3.00 for management representatives. Corresponding small standard deviation values are 1.069 and 0.894 respectively. It means respondents (both teachers and management representative) expresses their opinion of minor affect towards this statement. Median (M) and mode (Z) values are equal to 3. This also support above.

5. Mean value related to the statement concept formation process is badly affected due to attrition of teaching staff is 3.17 for teachers and 2.91 for management representatives. Corresponding small standard deviation values are .945 and .539 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. The majority of neutral response from both the respondent shows the bend towards the minor affect for the statement. Median (M) and mode (Z) values are equal to 3. This also support above.

6. Mean value related to the statement bonding between the student and the faculty members is disturbed is 3.10 for teachers and 3.36 for management representatives. Corresponding small standard deviation values are 1.005 and .674 respectively. It means respondents (both teachers and management representative) majority has expresses their neutral opinion which tends to slide towards the minor affect response towards this

statement. Median (M) and mode (Z) values are equal to 3. This also support above.

7. Mean value related to the statement students' start agitating towards the college authorities is 2.86 for teachers and 2.91 for management representatives. Corresponding small standard deviation values are 1.171 and 1.136 respectively. It means respondents (both teachers and management representative) expresses their opinion of minor affect towards this statement. Median (M) and mode (Z) values are equal to 3. This also support above.

8. Mean value related to the statement the goodwill of the college is at stake which results in reduction of admissions is 3.11 for teachers and 2.91 for management representatives. Corresponding small standard deviation values are 1.116 and .831 respectively. It means respondents (both teachers and management representative) expresses their opinion of minor affect towards this statement. Majority of the management representative responded as neutral which may show their inclination towards the minor affect. Median (M) and mode (Z) values are also greater than 3. This also support above.

Hence from the above table of descriptive parameters it can also be inferred that the students loss of interest due to attrition has minor affect. The teacher respondent and the management respondent has the opinion that the attrition of teacher of junior college though has some impact on the loss of students' interest but it is minimal with minor affect.

Objective 4:

4.4.4 Reasons of Attrition to the Organization

Attrition is a grave problem which is to be dealt with serious concern. Attrition can not only ruin the smooth functioning of the organization, but also effect the goodwill of the organization in the long run. High percentage of attrition in any organization show unhealthy work environment and not very effective HR policies for the growth of the employees. The management of the unaided junior colleges is serious enough in enhancing the quality of the institution by appointing the experienced and qualified teaching staff which would work with commitment and dedication and have long term association with the college. Management provides with various benefits such as salary at par with industry standard, medical allowances, fringe benefits, conducive work environment, provident fund etc. that controls attrition.

To evaluate the reasons of attrition to the organizations researcher considered three main dimensions namely Management stand, Benefits offered and Managements way to fight attrition**.** Two types of respondent's, teachers and management representatives were asked to give their opinion on five point agreement scale on different statements related to this dimensions. The codes are as below.

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

The details of this is given below.

A. Managements stand

Attrition is an internal institution problem which is not examined and evaluated on time can lead to qualitative human loss. To deal with such issues the management need to follow certain norms while appointing the staff members. The selection and recruitment process should be strong enough to select people with seriousness towards work, ready to adjust and adapt with the environment provided in the organization. Their commitment and passion to work with vigor and enthusiasm to face challenging situations would help organization build a strong rapport.

Details of responses are given below:

Table 4.4.4.1: Details of the precautions taken by management for controlling attrition - Managements stand

			SA	A	N	D	SD	T
The management is serious enough in enhancing the quality of the institution	Teachers	F	5	11	51	127	113	307
		%	1.6	3.6	16.6	41.4	36.8	100.0
	Management	F	0	0	1	3	7	11
		%	0	0	9.1	27.3	63.6	100.0
The teaching faculties does not follow the moral ethics of employment	Teachers	F	69	91	53	72	22	307
		%	22.5	29.6	17.3	23.5	7.2	100.0
	Management	F	0	0	2	6	3	11
		%	0	0	18.2	54.5	27.3	100.0
The teachers are not aware about their duties towards the society.	Teachers	F	36	131	60	52	28	307
		%	11.7	42.7	19.5	16.9	9.1	100.0
	Management	F	0	0	1	6	4	11
		%	0	0	9.1	54.5	36.4	100.0
The selection and recruitment process are followed	Teachers	F	6	14	67	167	53	307
		%	2.0	4.6	21.8	54.4	17.3	100.0
	Management	F	0	0	1	5	5	11
		%	0	0	9.1	45.5	45.5	100.0
The qualitative human loss due to attrition is not examined and evaluated by the teachers	Teachers	F	20	71	125	72	19	307
		%	6.5	23.1	40.7	23.5	6.2	100.0
	Management	F	0	0	1	4	6	11
		%	0	0	9.1	36.4	54.5	100.0

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that:

1. Majority of teachers (78.2%) and management representative (90.6%) expresses their disagreement towards the statement that the management is serious enough in enhancing the quality of the institution.
2. 52.1% teachers have expressed their opinion towards the agreement of the given statement whereas 81.8% of management representative have expressed their disagreement towards statement that the teaching faculties does not follow the moral ethics of employment.
3. Teachers 54.4% have expressed their opinion towards the agreement of the given statement whereas 90.9% of management representative have expressed their disagreement towards statement that the teachers are not aware about their duties towards the society.
4. 71.7% teachers and 91.0% management representative expresses their disagreement towards statement that the selection and recruitment process are followed.
5. 40.7% teachers expresses their neutral opinion which may express their disagreement towards the statement. 29.7% teachers expressed their disagreement and 90.9% management representative expresses their disagreement towards statement that the qualitative human loss due to attrition is not examined and evaluated by the teachers. It clearly indicated that 71.4% of teachers have shown their inclination towards disagreement

of the statement. Both the teacher respondent and management respondent have same opinion for the statement.

Hence from the above table it can be inferred that details of the precautions taken by management for controlling attrition - Managements stand have shown more of disagreement from the management respondents and mixed respondent from the teacher respondents. The management should consider these factors which would help the organization retain the staff members.

For in-depth analysis we further give details of descriptive parameters related to the precautions taken by management for controlling attrition - Managements stand. Details of which are presented in the following table.

Table 4.4.4.2: Descriptive statistical parameters related to the precautions taken by management for controlling attrition - Managements stand

	Teachers					Management				
	N	Mean	M	Z	SD	N	Mean	M	Z	SD
The management is serious enough in enhancing the quality of the institution	307	4.08	4.00	4	.906	11	4.55	5.00	5	.688
The teaching faculties does not follow the moral ethics of employment	307	2.63	2.00	2	1.259	11	3.73	4.00	4	1.421
The teachers are not aware about their duties towards the society.	307	2.69	2.00	2	1.157	11	4.27	4.00	4	.647
The selection and recruitment process are followed	307	3.80	4.00	4	.845	11	4.36	4.00	4[a]	.674
The qualitative human loss due to attrition is not examined and evaluated by the teachers	307	2.99	3.00	3	.983	11	4.45	5.00	5	.688

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that :

1. Mean value related to the statement the management is serious enough in enhancing the quality of the institution is 4.08 for teachers and 4.55 for management representatives. Corresponding small standard deviation values are 0.906 and 0.688 respectively. It means respondents (both teachers and management representative) expresses their disagreement towards this statement. Median (M) and mode (Z) values are greater than 4. This also support above.

2. Mean value related to the statement the teaching faculties does not follow the moral ethics of employment is 2.63 for teachers and 3.73 for management representatives. Corresponding small standard deviation values are 1.259 and 1.421 respectively. It means respondents' teachers have shown their agreement whereas the management representative expresses their disagreement towards this statement. Median (M) and mode (Z) values for the teacher respondents are equal to 2 and for the management respondent are equal to 4. This also support above.

   Mean value related to the statement the teachers are not aware about their duties towards the society.is 2.69 for teachers and 4.27 for management representatives. Corresponding small standard deviation values are 1.157 and 0.647 respectively. It means respondent teachers have shown their agreement and the management representative expresses their disagreement towards this statement. Median (M) and mode (Z) values for the teacher respondents are equal to 2 and that for the management representative is greater than 4. Both the respondents are with contradictory views. This also support above.

3. Mean value related to the statement the selection and recruitment process are followed is 3.80 for teachers and 4.36 for management representatives. Corresponding small standard deviation values are 0.845 and 0.674 respectively. It means respondents (both teachers and management representative) expresses their disagreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

4. Mean value related to the statement the qualitative human loss due to attrition is not examined and evaluated by the teachers is 2.99 for teachers and 4.45 for management representatives. Corresponding small standard deviation values are 0.983 and 0.688 respectively. It means respondents' teachers and management representative expresses their disagreement towards the statement. Also median (M) and mode (Z) values are also equal to 3 for the teachers and equal to 5 for management respondents. So both the respondents express their disagreement with management respondents expressing their disagreement strongly. This also support the statement.

Hence from the above table descriptive parameters it can also be inferred that statistical parameters related to the precautions taken by management for controlling attrition - Managements stand shown a disagreement from the management respondents for all parameters, whereas the teacher respondent have shown 50% of their agreement for few parameters. We can infer that the management should take necessary step to retain the teaching staff of unaided junior colleges.

Moving further to the second dimension of the precautions taken by management for controlling attrition - Benefits offered, from the table given below we understand the responses given by the respondents' teacher and management representative

B. Benefits offered:

Management of unaided junior colleges provide various benefits to their teaching staff members to overcome the problem of attrition. To retain the staff members,

they provide healthy conducive work environment for the professional growth and development. Training programmes are organized to enhance the potentials of the teachers. Salary at par with the industry is provided, fringe benefits and parks are provided. Thus the management of unaided junior colleges strive hard to retain their staff members.

Table 4.4.4.3: Details of the precautions taken by management for controlling attrition - Benefits offered

			SA	A	N	D	SD	T
Management offers fringe benefits to control attrition	Teachers	F	13	29	164	80	21	307
		%	4.2	9.4	53.4	26.1	6.8	100.0
	Management	F	0	0	5	4	2	11
		%	0	0	45.5	36.4	18.2	100.0
Salary at par with the education section is provided	Teachers	F	13	57	128	93	16	307
		%	4.2	18.6	41.7	30.3	5.2	100.0
	Management	F	0	0	2	6	3	11
		%	0	0	18.2	54.5	27.3	100.0
Teaching staff is provided medical allowances	Teachers	F	25	71	122	77	12	307
		%	8.1	23.1	39.7	25.1	3.9	100.0
	Management	F	0	0	5	2	4	11
		%	0	0	45.5	18.2	36.4	100.0
Provident fund is given to the teachers	Teachers	F	17	43	94	133	20	307
		%	5.5	14.0	30.6	43.3	6.5	100.0
	Management	F						
		%						
Conducive work and growth environment is provided to the faculties	Teachers	F	10	41	126	115	15	307
		%	3.3	13.4	41.0	37.5	4.9	100.0
	Management	F	0	0	2	7	2	11
		%	0	0	18.2	63.6	18.2	100.0
Proxy teachers are appointed to reduce the workload	Teachers	F	26	55	142	71	13	307
		%	8.5	17.9	46.3	23.1	4.2	100.0
	Management	F	0	0	1	8	2	11
		%	0	0	9.1	72.7	18.2	100.0

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that

1. Teachers (32.9%) and management representative (54.5%) expresses their disagreement and to also note that 53.4% teachers and 45.5% management representative expressed their neutral opinion which may express their disagreement towards statement that management offers fringe benefits to control attrition.
2. 35.5% teachers and 81.3% management representative expresses their disagreement as well as the 41.7% teacher respondents has expressed neutral opinion which may incline towards disagreement of the statement that salary at par with the education section is provided.
3. Teachers 29% and management representative 54.5% expresses their disagreement as well as 39.7% teachers and 45.5% of management representative indicated their neutral opinion which may also express their disagreement towards statement that teaching staff is provided medical allowances.
4. 49.8% teachers expresses their disagreement and 30.6% teachers expressed their neutral opinion which may communicate their disagreement towards statement that provident fund is given to the teachers.
5. 42.4% teachers and 81.8% management representative expresses their disagreement whereas 41.0% teacher respondents have expressed their neutral opinion which may communicate their disagreement towards statement Conducive work and growth environment is provided to the

faculties. This infers that both the teachers and management representative expressed their disagreement towards the statement.

6. Teachers (27.3%) and management representative (90.9%) expresses their disagreement towards statement, whereas 46.3% teachers have expressed their neutral opinion which may promote their disagreement towards the statement that proxy teachers are appointed to reduce the workload.

Hence from the above table it can be inferred that all the parameters related to benefits offered as precautionary measure taken by the management to control attrition of teachers of unaided junior colleges does not really seems to exist. They are not offered to the teachers. The management should understand the teachers' agitation and should provide with the benefits to retain the teachers.

Table 4.4.4.4: Descriptive statistical parameters related to the precautions taken by management for controlling attrition- Benefits offered

	Teachers					Management				
	N	Mean	M	Z	SD	N	Mean	M	Z	SD
Management offers fringe benefits to control attrition	307	3.22	3.00	3	.868	11	3.73	4.00	3	.786
Salary at par with the education section is provided	307	3.14	3.00	3	.922	11	4.09	4.00	4	.701
Teaching staff is provided medical allowances	307	2.93	3.00	3	.981	11	3.91	4.00	3	.944
Provident fund is given to the teachers	307	3.31	3.00	4	.980	11				
Conducive work and growth environment is provided to the faculties	307	3.27	3.00	3	.873	11	4.00	4.00	4	.632
Proxy teachers are appointed to reduce the workload	307	2.97	3.00	3	.959	11	4.09	4.00	4	.539

Source: Prepared by the Researcher from the primary data.

For in-depth analysis we further give details of descriptive parameters related to job factors that are provided by the management. Details of which are presented in the above table.

Interpretation:

From above table it is observed that

1. Mean value related to the statement Management offers fringe benefits to control attrition is 3.22 for teachers and 3.73 for management representatives. Corresponding small standard deviation values are 0.868 and 0.786 respectively. It means respondents (both teachers and management representative) expresses their disagreement towards this statement. Median (M) and mode (Z) values are equal to 3. This also support above.
2. Mean value related to the statement Salary at par with the education section is provided is 3.14 for teachers and 4.09 for management representatives. Corresponding small standard deviation values are 0.922 and 0.701 respectively. It means respondents (both teachers and management representative) expresses their disagreement towards this statement. Median (M) and mode (Z) values are also less than 4. This also support above.
3. Mean value related to the statement teaching staff is provided medical allowances is 2.93 for teachers and 3.91 for management representatives. Corresponding small standard deviation values are 0.981 and 0.944 respectively. It means respondents (both teachers and management representative) expresses their disagreement towards this statement.

Median (M) and mode (Z) values are also greater than 3. This also support above.

4. Mean value related to the statement Provident fund is given to the teachers is 3.31 for teachers representatives. Corresponding small standard deviation values are 0.980. It means respondent teachers expresses their disagreement towards this statement. Median (M) and mode (Z) values are also equal to 3. This also support above.

5. Mean value related to the statement Conducive work and growth environment is provided to the faculties is 3.27for teachers and 4.00 for management representatives. Corresponding small standard deviation values are 0.873 and 0.632 respectively. It means respondents (both teachers and management representative) expresses their disagreement towards this statement. Median (M) and mode (Z) values are also less than 4. This also support above.

6. Mean value related to the statement Proxy teachers are appointed to reduce the workload is 2.97 for teachers and 4.09 for management representatives. Corresponding small standard deviation values are 0.959 and 0.539 respectively. It means respondents (both teachers and management representative) expresses their disagreement towards this statement. Median (M) and mode (Z) values are also less than 4. This also support above.

Hence from the above table descriptive parameters it can also be inferred that benefits offered to the teaching staff members is not up to the mark. The teachers and management representative have expresses their disagreement towards the

benefits provided. To retain the teaching staff the management should show their positive attribute towards the teachers and provide them with the benefits, so that teacher stick to the organization for a long period of time.

Moving further to the third dimension of the precautions taken by management for controlling attrition – Management way to fight attrition, from the table given below we understand the responses given by the respondents' teacher and management representative.

C) Management's way to fight attrition

Management of unaided junior colleges have taken various precaution to fight attrition of teachers of unaided junior colleges. Few of these measures are providing high salary, providing shorter probation period, other benefits etc. a few sticker steps like depositing first months' salary, 3 months' notice period before resigning, confiscating of original testimonials etc. to keep a check on teachers attrition. A stronger system is being built like designing of the framework of work and strong curriculum which help in the new appointed teacher to understand the work culture and get absorbed in the system. Thus management takes various step to fight this problem of attrition.

Table 4.4.4.5: Details of the precautions taken by management for controlling attrition - Managements way to fight attrition

			SA	A	N	D	SD	T
Pre exit interviews are conducted to understand the reason of attrition	Teachers	F	19	29	152	79	28	307
		%	6.2	9.4	49.5	25.7	9.1	100.0
	Management	F	0	0	3	4	4	11
		%	0	0	27.3	36.4	36.4	100.0
High salaries are given	Teachers	F	22	102	92	79	12	307
		%	7.2	33.2	30.0	25.7	3.9	100.0
	Management	F	0	0	5	3	3	11
		%	0	0	45.5	27.3	27.3	100.0
Probation periods are short	Teachers	F	15	48	153	76	15	307
		%	4.9	15.6	49.8	24.8	4.9	100.0
	Management	F	2	0	1	6	2	11
		%	18.2	0	9.1	54.5	18.2	100.0
Framework of the work is designed	Teachers	F	11	40	120	114	22	307
		%	3.6	13.0	39.1	37.1	7.2	100.0
	Management	F	0	0	2	4	5	11
		%	0	0	18.2	36.4	45.5	100.0
Strong curriculum (syllabus planning) is designed to face attrition	Teachers	F	8	46	140	89	24	307
		%	2.6	15.0	45.6	29.0	7.8	100.0
	Management	F	0	0	5	1	5	11
		%	0	0	45.5	9.1	45.5	100.0
Teachers are asked to sign bonds	Teachers	F	22	85	86	94	20	307
		%	7.2	27.7	28.0	30.6	6.5	100.0
	Management	F	0	0	3	6	2	11
		%	0	0	27.3	54.5	18.2	100.0
Original testimonials are taken from the teachers	Teachers	F	20	89	95	73	30	307
		%	6.5	29.0	30.9	23.8	9.8	100.0
	Management	F	0	0	2	6	3	11
		%	0	0	18.2	54.5	27.3	100.0
Salary for the first month is kept as deposit	Teachers	F	43	117	66	54	27	307
		%	14.0	38.1	21.5	17.6	8.8	100.0
	Management	F	6	0	3	2	0	11
		%	54.5	0	27.3	18.2	0	100.0
Three months' notice period before resigning	Teachers	F	29	85	83	88	22	307
		%	9.4	27.7	27.0	28.7	7.2	100.0
	Management	F	0	0	6	1	4	11
		%	0	0	54.5	9.1	36.4	100.0

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that:

1. Teachers (34.8%) and management representative (72.8%) expresses their disagreement, and 49.5% teachers and 27.2% of management representative has posted their neutral opinion which may express their disagreement, which means that majority of both the respondent have expressed their opinion towards disagreement of the statement that pre exit interviews are conducted to understand the reason of attrition
2. 29.6% teachers and 54.6% management representative expresses their disagreement, and 30.0% teachers and 45.5% of management representative has posted their neutral opinion which may express their disagreement towards statement that high salaries are given.
3. Teachers 29.7% and management representative 72.7% expresses their disagreement towards statement were as 49.8% teachers and 27.3% management representative have given their neutral opinion which may express their disagreement towards the statement that probation periods are short.
4. 44.3% teachers and majority of management representative 81.9% expresses their disagreement, and 39.1% of the teachers have expresses their neutral opinion which may lead to their disagreement towards statement that framework of the work is designed.
5. 45.6% teachers and 45.5% management representative expresses their neutral opinion which may express their disagreement and 36.8% teachers and 54.6%% management representative expresses their disagreement

towards statement that strong curriculum is designed to face attrition. This shows that both the respondents are with the same opinion for the given statement.

6. Teachers (37.1%) and management representative (72.7%) expresses their disagreement, and 28.0% teachers and 27.3% management representative have posted their neutral opinion which may express their disagreement towards statement that teachers are asked to sign bonds.
7. Teachers (33.6%) and management representative (81.8%%) expresses their disagreement towards statement, were as 30.9%% teachers representative has expressed their neutral opinion which may promote their disagreement towards the statement that original testimonials are taken from the teachers.
8. Teachers (52.1%) and management representative (54.5%) expresses their agreement towards statement that salary for the first month is kept as deposit. This is the only parameter in which both the respondents have expressed their opinion of agreement towards the statement.
9. Teachers (35.9%) and management representative (45.5%) expresses their disagreement, and 27.0% teachers and 54.5% of management representative has posted their neutral opinion which may express their disagreement, which means that majority of both the respondent have expressed their opinion towards disagreement of the statement that three months' notice period before resigning.

Hence from the above table it can be inferred that Details of the precautions taken by management for controlling attrition- Managements way to fight attrition has

not worked in a positive manner. Both the respondents have expressed their disagreement for all most all the parameters. Management needs to think seriously and implement these precautions in a systematic manner so as to control the attrition of the teaching staff.

For in-depth analysis we further give details of descriptive parameters related to details of the precautions taken by management for controlling attrition- Managements way to fight attrition. Details of which are presented in the following table.

Table 4.4.4.6: Descriptive statistical parameters related to the precautions taken by management for controlling attrition - Managements way to fight attrition

	Teachers					Management				
	N	Mean	M	Z	SD	N	Mean	M	Z	SD
Pre exit interviews are conducted to understand the reason of attrition	307	3.22	3.00	3	.958	11	4.09	4.00	4[a]	.831
High salaries are given	307	2.86	3.00	2	1.008	11	3.82	4.00	3	.874
Probation periods are short	307	3.09	3.00	3	.888	11	3.55	4.00	4	1.368
Framework of the work is designed	307	3.31	3.00	3	.915	11	4.27	4.00	5	.786
Strong curriculum (syllabus planning) is designed to face attrition	307	3.24	3.00	3	.894	11	4.00	4.00	3[a]	1.000
Teachers are asked to sign bonds	307	3.02	3.00	4	1.065	11	3.91	4.00	4	.701
Original testimonials are taken from the teachers	307	3.01	3.00	3	1.088	11	4.09	4.00	4	.701
Salary for the first month is kept as deposit	307	2.69	2.00	2	1.174	11	2.09	1.00	1	1.300
Three months' notice period before resigning	307	2.96	3.00	4	1.109	11	3.82	3.00	3	.982

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that:

1. Mean value related to the statement pre exit interviews are conducted to understand the reason of attrition is 3.22 for teachers and 4.09 for management representatives. Corresponding small standard deviation values are 0.958 and 0.831 respectively. It means respondents (both teachers and management representative) expresses their disagreement towards this statement. Median (M) and mode (Z) values are less than 4. This also support above.

2. Mean value related to the statement high salaries are given is 2.86for teachers and 3.82 for management representatives. Corresponding small standard deviation values are 1.008 and 0.874 respectively. It means respondents (both teachers and management representative) expresses their disagreement towards this statement. Median (M) and mode (Z) values are also less than 4. This also support above.

3. Mean value related to the statement probation periods are short is 3.09 for teachers and 3.55 for management representatives. Corresponding small standard deviation values are 0.888 and 1.368 respectively. It means respondent teachers and the management representative expresses their disagreement towards this statement. Median (M) and mode (Z) values for the teacher respondents are equal to 3 and that for the management representative is equal to 4. This also support above.

4. Mean value related to the statement that framework of the work is designed is 3.31 for teachers and 4.27 for management representatives. Corresponding small standard deviation values are 0.951 and 0.786 respectively. It means respondents (both teachers and management representative) expresses their disagreement towards this statement. Median (M) and mode (Z) values are also greater than 4. This also support above.

5. Mean value related to the statement that strong curriculum is designed to face attrition is 3.24 for teachers and 4.00 for management representatives. Corresponding small standard deviation values are 0.894 and 1.000 respectively. It means respondent teachers and the management representative expresses their disagreement towards this statement. Median (M) and mode (Z) values for the teacher respondents are equal to 3 and that for the management representative is equal to 4. This also support above.

6. Mean value related to the statement that teachers are asked to sign bonds is 3.02 for teachers and 3.91 for management representatives. Corresponding small standard deviation values are 1.065 and 0.701 respectively. It means respondents (both teachers and management representative) expresses their disagreement towards this statement. Median (M) and mode (Z) values are also equal to 4. This also support above.

7. Mean value related to the statement that original testimonials are taken from the teachers is 3.01 for teachers and 4.09 for management representatives. Corresponding small standard deviation values are 1.088

and 0.701 respectively. It means respondents (both teachers and management representative) expresses their disagreement towards this statement. Median (M) and mode (Z) values are also equal to 4. This also support above.

8. Mean value related to the statement that salary for the first month is kept as deposit is 2.69 for teachers and 2.09 for management representatives. Corresponding small standard deviation values are 1.174 and 1.300 respectively. It means respondents (both teachers and management representative) expresses their agreement towards this statement. Median (M) and mode (Z) values for the teachers are equal to 2 and for the management representative are equal to 1. This also support above.

9. Mean value related to the statement three months' notice period before resigning is 2.69 for teachers and 3.82 for management representatives. Corresponding small standard deviation values are 1.109 and 0.982 respectively. It means respondents (both teachers and management representative) expresses their disagreement towards this statement. Median (M) and mode (Z) values are less than 4. This also support above.

Hence from the above table descriptive parameters it can also be inferred that details of the precautions taken by management for controlling attrition- Managements way to fight attrition need to be checked and implemented properly. Both the respondents have expressed their disagreement for almost all the parameters except for the statement that salary for the first month is kept as deposit. The management should understand the problem of attrition from teachers' perception and try to find solutions to reverse it.

4.4.5 The Qualitative Human Resource Loss to an Organization

The process of recruitment, selection, training & development etc. involves cost. To appoint the required staff member in the organization needs planning, forecasting and overall management's affirmative node to provide with the best of work culture. This staff members appointed needs to be taken care for, so that they remain in the organization for longer period of time. Human resources are the asset for the organization. These assets over the period of time enhance their potentials and capabilities, develop their knowledge and skill and being highly qualitative to the institution. Management needs to retain them to enhance their organizations value and goodwill.

Any loss of such assets can bring unrepairable and unhealable loss to the organization. Management needs to study the reasons for attrition which leads to such loss.

To understand the reasons and to study the qualitative human resource loss to an organization, researcher considered three main dimensions namely Qualitative Human Resource, Management action to stop the loss and Teachers awareness. Two types of respondent's, teachers and management representatives were asked to give their opinion on five point awareness scale on different statements related to this dimensions. The codes are as below.

1. Not at all aware = NA,

2. Slightly aware = SA,

3. Somewhat aware = SWA,

4. Moderately aware = MA,

5. Extremely aware = EA

A) Qualitative Human Resource:

Qualitative human resource for an unaided junior college is the teaching staff which is fully trained, experienced and qualified as per the government norms. A teacher while working for the organization wins the heart of the students with excellent teaching skills and approachable attributes, and also becomes the charm of the organization with hard work, work discipline, punctuality and regularity. Such a teacher gains respect not only from the students but also the fellow colleagues and acts out to be trainer for the new recruit and also trouble shooter for the others. The below table shows the details of the qualitative human resource for an organization.

Details of responses are given below:

Interpretation:

From the following table it is observed that:

1. Teachers 38.5% have expressed their opinion about unawareness and 19.9% teachers and 54.5% of management representative have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement that the fully trained teaching faculty as per the government norms should be appointed.
2. Teachers 45.2% have expressed their opinion about unawareness and 17.9% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness and 54.5% management representative have expressed their opinion of awareness towards the statement that experienced teaching faculty are a qualitative human resource for the institution.

Table 4.4.5.1: Details of the qualitative human resource loss to an organization

			NA	SA	SWA	MA	EA	T
Fully trained teaching faculty as per the government norms	Teachers	F	41	77	61	69	59	307
		%	13.4	25.1	19.9	22.5	19.2	100.0
	Management	F	0	0	6	3	2	11
		%	0	0	54.5	27.3	18.2	100.0
Experienced teaching faculty	Teachers	F	48	91	55	48	65	307
		%	15.6	29.6	17.9	15.6	21.2	100.0
	Management	F	0	0	5	4	2	11
		%	0	0	45.5	36.4	18.2	100.0
Qualified teaching faculty.	Teachers	F	16	100	69	56	66	307
		%	5.2	32.6	22.5	18.2	21.5	100.0
	Management	F						
		%						
Working in the organization from last 5 years and above.	Teachers	F	58	58	89	52	50	307
		%	18.9	18.9	29.0	16.9	16.3	100.0
	Management	F	0	0	5	4	2	11
		%	0	0	45.5	36.4	18.2	100.0
Students like and respect the teacher	Teachers	F	9	59	67	107	65	307
		%	2.9	19.2	21.8	34.9	21.2	100.0
	Management	F						
		%						
Dedicated towards organization	Teachers	F	8	43	66	125	65	307
		%	2.6	14.0	21.5	40.7	21.2	100.0
	Management	F	0	0	4	4	3	11
		%	0	0	36.4	36.4	27.3	100.0
A superior teacher liked by the students and the staff.	Teachers	F	11	50	100	87	59	307
		%	3.6	16.3	32.6	28.3	19.2	100.0
	Management	F	0	0	3	5	3	11
		%	0	0	27.3	45.5	27.3	100.0
As a trainer to the new staff members.	Teachers	F	18	83	72	79	55	307
		%	5.9	27.0	23.5	25.7	17.9	100.0
	Management	F	0	1	4	4	2	11
		%	0	9.1	36.4	36.4	18.2	100.0

Source: Prepared by the Researcher from the primary data.

3. Teachers 37.8% have expressed their opinion about unawareness and 22.5% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement

that the qualified teaching faculty are qualitative human resource and the loss of such human resource impacts negatively for the institute.

4. Teachers 37.8% have expressed their opinion about unawareness and 29% teachers and 45% management representative have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness. This shows that both the respondents are with the contradictory opinion, where teacher respondents express their unawareness and management respondents express their awareness towards the statement that working in the organization from last 5 years and above, such teaching faculties are an asset to the organization which need to be pampered and taken care for.

5. Teachers 56.1% have expressed their opinion about awareness towards the statement that students like and respect the teacher.

6. Teachers 61.9% and 63.7% management representative have expressed their opinion about awareness towards the statement that qualitative human resource are very dedicated towards organization.

7. Teachers 19.9% have expressed their opinion about unawareness and 32.6% have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement, whereas the 72.8% management representative have expressed their opinion about awareness towards the statement that a superior teacher is liked by the students and the staff. Here both the management representative and teachers differ in their opinion about awareness scale.

8. Teachers 32.9% have expressed their opinion about unawareness and 23.5% have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement, whereas the 54.6% management representative have expressed their opinion about awareness towards the statement that the qualitative human resource acts as a trainer to the new staff members. Here both the management representative and teachers differ in their opinion about awareness scale.

Hence from the above table it can be inferred that the management of the junior colleges should take utmost care that qualitative human resources should be retained in the organization. They are an asset to the organization which need to be motivated and inspired and looked for. The inference have shown more of unawareness from the teacher respondents. The management should take pain in making the teaching staff aware about the qualities of a qualitative human resource and motivate all the staff members to be strong pillars to the organization. The management should consider these factors which would help the organization retain the staff members.

For in-depth analysis we further give details of descriptive parameters related to qualitative human resource loss to an organization. Details of which are presented in the following table.

Table 4.4.5.2: Descriptive statistical parameters related to awareness about the qualitative human resources loss to an organization due to attrition - Qualitative Human Resource

	Teachers					Management				
	N	Mean	M	Z	SD	N	Mean	M	Z	SD
Fully trained teaching faculty as per the government norms	307	3.09	3.00	2	1.333	11	3.64	3.00	3	.809
Experienced teaching faculty	307	2.97	3.00	2	1.389	11	3.73	4.00	3	.786
Qualified teaching faculty.	307	3.18	3.00	2	1.244	11				
Working in the organization from last 5 years and above.	307	2.93	3.00	3	1.329	11	3.73	4.00	3	.786
Students like and respect the teacher	307	3.52	4.00	4	1.112	11				
Dedicated towards organization	307	3.64	4.00	4	1.046	11	3.91	4.00	3	.831
A superior teacher liked by the students and the staff.	307	3.43	3.00	3	1.084	11	4.00	4.00	4	.775
As a trainer to the new staff members.	307	3.23	3.00	2	1.196	11	3.64	4.00	3	.924

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that:

1. Mean value related to the statement the fully trained teaching faculty as per the government norms is 3.09 for teachers and 3.64 for management representatives. Corresponding small standard deviation values are 1.333 and 0.809 respectively. It means respondents (both teachers and management representative) expresses their unawareness towards this statement. Median (M) and mode (Z) values are less than 3. This also support above.

2. Mean value related to the statement the experienced teaching faculty is 2.97 for teachers and 3.73 for management representatives. Corresponding small standard deviation values are 1.389 and 0.786 respectively. It means respondents' teachers have shown their unawareness towards the statement whereas the management representative expresses their awareness towards this statement. Median (M) and mode (Z) values for the teacher respondents are less than 3 and for the management respondent are equal to 4. This also support above.

3. Mean value related to the statement the qualified teaching faculty is 3.18 for teachers. Corresponding small standard deviation values are 1.244. It means respondent teachers have shown their unawareness towards this statement. Median (M) and mode (Z) values for the teacher respondents are equal to 2. This also support above.

4. Mean value related to the statement the working in the organization from last 5 years and above is 2.93 for teachers and 3.73 for management representatives. Corresponding small standard deviation values are 1.329 and 0.786 respectively. It means respondents (both teachers and management representative) expresses their unawareness towards this statement. Median (M) and mode (Z) values are also equal to 3. This also support above.

5. Mean value related to the statement students like and respect the teacher is 3.52 for teachers. Corresponding small standard deviation values are 1.112. It means respondent teachers have shown their awareness towards this statement. Median (M) and mode (Z) values for the teacher respondents are equal to 4. This also support above.

6. Mean value related to the statement the dedicated towards organization is 3.64 for teachers and 3.91 for management representatives. Corresponding small standard deviation values are 1.046 and 0.831 respectively. It means respondents' teachers and management representative expresses their opinion of awareness towards the statement. Also median (M) and mode (Z) values are also equal to 4 for the teachers and management respondents. This also support the statement.

7. Mean value related to the statement a superior teacher is liked by the students is 3.43 for teachers and 4.00 for management representatives. Corresponding small standard deviation values are 1.084 and 0.775 respectively. It means respondents' teachers and management representative expresses their opinion of awareness towards the statement. Also median (M) and mode (Z) values are also equal to 4 for the teachers and management respondents. This also support the statement.

8. Mean value related to the statement as a trainer to the new staff members is 3.23 for teachers and 3.64 for management representatives. Corresponding small standard deviation values are 1.196 and 0.924 respectively. It means respondent teachers expresses their opinion of unawareness towards the statement whereas the management representative expresses their opinion of awareness towards the statement. Also median (M) and mode (Z) values are less than 3 for teachers and less than 4 for management respondents. This also support the statement.

Hence from the above table descriptive statistical parameters it can also be inferred that management should be aware about the qualitative human resources loss to an organization due to attrition and the management should make efforts to retain the qualitative human resource in the organization which would help enhancing the repute and goodwill of the firm. The above table interpretation shows that the teaching staff is unaware about the qualitative human resource loss and its implications. The management representative at few parameters have shown their awareness towards the situation. The management should take necessary steps to stop attrition and promote retention of the teaching staff in the organization.

B) Management action to stop the loss

The management of unaided junior college understands the losses incurred by an organization due to attrition and to fight this grave problem the management has taken various steps/actions to stop this loss, like proper statistical methods are used to finds the qualitative human loss, providing conducive work environment for the professional and personal growth of the staff, involvement of the staff in strategic decision making process, setting standard parameters for retention etc.

Moving further to the second dimension of Qualitative human resource loss - Management action to stop the loss, from the table given below we understand the responses given by the respondents' teacher and management representative

Table 4.4.5.3: Details of awareness about the qualitative human resource loss to an organization due to attrition - Management action to stop the loss

			NA	SA	SWA	MA	EA	T
Proper statistical methods are used to find the qualitative human loss	Teachers	F	32	115	64	65	31	307
		%	10.4	37.5	20.8	21.2	10.1	100.0
	Management	F	0	0	4	5	2	11
		%	0	0	36.4	45.5	18.2	100.0
Management's professional and corporate approaches	Teachers	F	25	54	112	81	35	307
		%	8.1	17.6	36.5	26.4	11.4	100.0
	Management	F	0	1	3	4	3	11
		%	0	9.1	27.3	36.4	27.3	100.0
The positive working environment	Teachers	F	14	101	64	80	48	307
		%	4.6	32.9	20.8	26.1	15.6	100.0
	Management	F	0	0	6	3	2	11
		%	0	0	54.5	27.3	18.2	100.0
Standard parameters defined for the staff (retention)	Teachers	F	22	58	128	53	46	307
		%	7.2	18.9	41.7	17.3	15.0	100.0
	Management	F	0	1	3	5	2	11
		%	0	9.1	27.3	45.5	18.2	100.0
Provides opportunity for the professional growth.	Teachers	F	17	59	132	64	35	307
		%	5.5	19.2	43.0	20.8	11.4	100.0
	Management	F	0	0	4	4	3	11
		%	0	0	36.4	36.4	27.3	100.0
Human resource audit conducted for understanding the impact of attrition	Teachers	F	26	57	136	51	37	307
		%	8.5	18.6	44.3	16.6	12.1	100.0
	Management	F	0	1	4	3	3	11
		%	0	9.1	36.4	27.3	27.3	100.0
Staff members invited in the decision making process	Teachers	F	36	49	133	47	42	307
		%	11.7	16.0	43.3	15.3	13.7	100.0
	Management	F	0	1	4	3	3	11
		%	0	9.1	36.4	27.3	27.3	100.0
Innovative ideas and thoughts of the staff members are given importance	Teachers	F	21	61	98	77	50	307
		%	6.8	19.9	31.9	25.1	16.3	100.0
	Management	F	0	0	3	6	2	11
		%	0	0	27.3	54.5	18.2	100.0

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that:

1. Teachers 47.9% have expressed their opinion about unawareness and 20.8% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement whereas 63.7% of the management representative have expressed their awareness towards the statement that proper statistical methods are used to find the qualitative human loss.
2. Teachers 25.7% have expressed their opinion about unawareness and 36.5% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness and 63.7% management representative have expressed their opinion of awareness towards the statement that management's professional and corporate approaches.
3. Teachers 37.5% have expressed their opinion about unawareness and 20.8% teachers and 54.5% management representative have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement that the positive working environment is provided.
4. Teachers 26.1% have expressed their opinion about unawareness and 41.7% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement and 63.7% management representative have expressed their awareness towards the statement that Standard parameters defined for the staff (retention).

5. Teachers 24.7% have expressed their opinion about unawareness and 43.0% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement and 63.7% management representative have expressed their awareness towards the statement that the management provides opportunity for the professional growth.

6. Teachers 27.1% have expressed their opinion about unawareness and 44.3% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement and 54.6% management representative have expressed their awareness towards the statement that human resource audit is conducted for understanding the impact of attrition.

7. Teachers 27.7% have expressed their opinion about unawareness and 43.3% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement and 54.6% management representative have expressed their awareness towards the statement that staff members invited in the decision making process.

8. Teachers 26.7% have expressed their opinion about unawareness and 31.9% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement and 72.7% management representative have expressed their awareness towards the statement that.

Hence from the above table it can be inferred that the management of the junior colleges has taken some actions to stop attrition and to retain the qualitative human resources. The teacher respondents have expressed their unawareness and neutral opinion towards the action taken by the management, which may shows that communication gap and unhealthy flow of information from the top to the staff is the area of concern. The management representative have shown their awareness towards the action taken to stop attrition, but the percentage of awareness is somewhat low. Better solutions should be extracted for better communication.

For in-depth analysis we further give details of descriptive parameters related to the actions taken by the management to stop attrition. Details of which are presented in the following table.

Interpretation:

From the following table it is observed that:

1. Mean value related to the statement the Proper statistical methods are used to find the qualitative human loss is 2.83 for teachers and 3.82 for management representatives. Corresponding small standard deviation values are 1.176 and 0.751 respectively. It means respondent teachers have expresses their unawareness towards the statement, whereas management representative have expressed their awareness towards the statement. Median (M) and mode (Z) values for teacher respondents are less than 3 and for management representative it is equal to 4. This also support above.

Table 4.4.5.4: Descriptive statistical parameters related to awareness about the qualitative human resource loss to an organization due to attrition - Management action to stop the loss

	Teachers					Management				
	N	Mean	M	Z	SD	N	Mean	M	Z	SD
Proper statistical methods are used to find the qualitative human loss	307	2.83	3.00	2	1.176	11	3.82	4.00	4	.751
Management's professional and corporate approaches	307	3.15	3.00	3	1.096	11	3.82	4.00	4	.982
The positive working environment	307	3.15	3.00	2	1.174	11	3.64	3.00	3	.809
Standard parameters defined for the staff (retention)	307	3.14	3.00	3	1.110	11	3.73	4.00	4	.905
Provides opportunity for the professional growth.	307	3.13	3.00	3	1.031	11	3.91	4.00	3	.831
Human resource audit conducted for understanding the impact of attrition	307	3.05	3.00	3	1.083	11	3.73	4.00	3	1.009
Staff members invited in the decision making process	307	3.03	3.00	3	1.154	11	3.73	4.00	3	1.009
Innovative ideas and thoughts of the staff members are given importance	307	3.24	3.00	3	1.149	11	3.91	4.00	4	.701

Source: Prepared by the Researcher from the primary data.

2. Mean value related to the statement management's professional and corporate approaches is 3.15 for teachers and 3.82 for management representatives. Corresponding small standard deviation values are 1.096 and 0.982 respectively. It means respondent teachers have expresses their unawareness towards the statement, whereas management representative have expressed their awareness towards the statement. Median (M) and

mode (Z) values for teacher respondents are less than 3 and for management representative it is equal to 4. This also support above.

3. Mean value related to the statement the positive working environment is provided is 3.15 for teachers and 3.64 for management representatives. Corresponding small standard deviation values are 1.174 and 0.809 respectively. It means respondent teachers have expresses their unawareness towards the statement, whereas management representative have expressed their awareness towards the statement. Median (M) and mode (Z) values for teacher respondents are less than 3 and for management representative it is equal to 3. This also support above.

4. Mean value related to the statement standard parameters are defined for the staff (retention) is 3.14 for teachers and 3.73 for management representatives. Corresponding small standard deviation values are 1.110 and 0.905 respectively. It means respondent teachers have expresses their unawareness towards the statement, whereas management representative have expressed their awareness towards the statement. Median (M) and mode (Z) values for teacher respondents are less than 3 and for management representative it is equal to 4. This also support above.

5. Mean value related to the statement provides opportunity for the professional growth is 3.13 for teachers and 3.91 for management representatives. Corresponding small standard deviation values are 1.031 and 0.831 respectively. It means respondent teachers have expresses their unawareness towards the statement, whereas management representative have expressed their awareness towards the statement. Median (M) and

mode (Z) values for teacher respondents are less than 3 and for management representative is less than 4. This also support above.

6. Mean value related to the statement human resource audit conducted for understanding the impact of attrition is 3.05 for teachers and 3.73 for management representatives. Corresponding small standard deviation values are 1.083 and 1.009 respectively. It means respondent teachers have expresses their unawareness towards the statement, whereas management representative have expressed their awareness towards the statement. Median (M) and mode (Z) values for teacher respondents are less than 3 and for management representative it is equal to 4. This also support above.

7. Mean value related to the statement staff members invited in the decision making process is 3.03 for teachers and 3.73 for management representatives. Corresponding small standard deviation values are 1.154 and 1.009 respectively. It means respondent teachers have expresses their unawareness towards the statement, whereas management representative have expressed their awareness towards the statement. Median (M) and mode (Z) values for teacher respondents are less than 3 and for management representative it is equal to 4. This also support above.

8. Mean value related to the statement innovative ideas and thoughts of the staff members are given importance is 3.24 for teachers and 3.91 for management representatives. Corresponding small standard deviation values are 1.149 and 0.701 respectively. It means respondent teachers have expresses their unawareness towards the statement, whereas management representative have expressed their awareness towards the

statement. Median (M) and mode (Z) values for teacher respondents are less than 3 and for management representative it is equal to 4. This also support above.

Hence from the above table descriptive parameters it can also be inferred that statistical parameters related to the awareness about the qualitative human resource loss to an organization due to attrition - Management action to stop the loss shown a unawareness from the teacher respondents for all parameters, whereas the management representative have shown their awareness for the parameters. We can infer that the management should take necessary step to create awareness among the teaching staff for the actions taking for retaining the human resource. The management is concern and is looking forward for a positive change to retain the teaching staff. Difference of opinion between the teachers and the management shows the communication gap which should be reduced.

Moving further to the third dimension of Qualitative human resource loss – Teacher awareness, from the table given below we understand the responses given by the respondents' teacher and management representative.

C) **Teachers awareness**

The teachers are the junior college should understand that attrition not only creates differences among the other staff members and the institute as a whole, but also effects the student's psychology. The teachers should be made aware about the academic performance loss of the students. Due to attrition the workload of other staff member increases, the pending work of the subject causes rift, their interest is lost and the morale falls down. The teachers face exploitation, they are asked to sit of extra hours to complete the pending work of the teacher

who has left the institute. Teachers should be aware of the repercussion of the attrition.

Table 4.4.5.5: Details of awareness about the qualitative human resource loss to an organization due to attrition - Teachers awareness

			NA	SA	SWA	MA	EA	T
Attrition created differences	Teachers	F	56	83	83	51	34	307
		%	18.2	27.0	27.0	16.6	11.1	100.0
The workload increases	Teachers	F	28	89	85	57	48	307
		%	9.1	29.0	27.7	18.6	15.6	100.0
The interest of other staff members is lost	Teachers	F	27	65	81	104	30	307
		%	8.8	21.2	26.4	33.9	9.8	100.0
Staff is aware about the students loss	Teachers	F	18	35	117	87	50	307
		%	5.9	11.4	38.1	28.3	16.3	100.0
Subject related work is pending	Teachers	F	34	43	104	91	35	307
		%	11.1	14.0	33.9	29.6	11.4	100.0
Overall experience in the organization is reduced	Teachers	F	64	49	95	63	36	307
		%	20.8	16.0	30.9	20.5	11.7	100.0
The staff members are left with low morale	Teachers	F	21	86	100	64	36	307
		%	6.8	28.0	32.6	20.8	11.7	100.0
Attrition leads to the blame game theory	Teachers	F	26	48	130	57	46	307
		%	8.5	15.6	42.3	18.6	15.0	100.0

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that:

1. Teachers 45.2% have expressed their opinion about unawareness and 27.0% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement attrition created differences.
2. Teachers 38.1% have expressed their opinion about unawareness and 27.7% teachers have expressed their neutral opinion (somewhat aware),

which may promote their opinion of unawareness towards the statement the workload increases.

3. Teachers 30.0% have expressed their opinion about unawareness and 26.4% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement the interest of other staff members is lost.

4. Teachers 17.3% have expressed their opinion about unawareness and 38.1% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement staff is aware about the students loss.

5. Teachers 25.1% have expressed their opinion about unawareness and 33.9% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement subject related work is pending.

6. Teachers 36.8% have expressed their opinion about unawareness and 30.9% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement overall experience in the organization is reduced.

7. Teachers 34.8% have expressed their opinion about unawareness and 32.6% teachers have expressed their neutral opinion (somewhat aware), which may promote their opinion of unawareness towards the statement the staff members are left with low morale.

8. Teachers 24.1% have expressed their opinion about unawareness and 42.3% teachers have expressed their neutral opinion (somewhat aware),

which may promote their opinion of unawareness towards the statement attrition leads to the blame game theory.

Hence from the above table it can be inferred that the teacher respondents have expressed their opinion of unawareness towards all the parameters. The neutral opinion may provocative their unawareness, which is an area of concern. Attrition not only creates difference but also disturbs the smooth function of organization. The effectiveness and the efficiency of the institute is hampered. The teachers should be made aware about their moral duties and the value of the teacher in a student's life, which would make the teachers think more seriously before leaving the organization.

For in-depth analysis we further give details of descriptive parameters related to the qualitative human resource loss – teacher awareness. Details of which are presented in the following table.

Table 4.4.5.6: Descriptive statistical parameters related to awareness about the qualitative human resource loss to an organization due to attrition - Teachers awareness

	Teachers				
	N	Mean	M	Z	SD
Attrition created differences	307	2.75	3.00	2	1.246
The workload increases	307	3.03	3.00	2	1.212
The interest of other staff members is lost	307	3.15	3.00	4	1.130
Staff is aware about the students loss	307	3.38	3.00	3	1.070
Subject related work is pending	307	3.16	3.00	3	1.146
Overall experience in the organization is reduced	307	2.86	3.00	3	1.286
The staff members are left with low morale	307	3.03	3.00	3	1.111
Attrition leads to the blame game theory	307	3.16	3.00	3	1.122

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that:

1. Mean value related to the statement attrition created differences is 2.75 for teachers. Corresponding small standard deviation value is 1.246 respectively. It means respondent teachers expresses their unawareness towards this statement. Median (M) and mode (Z) values are equal to 3. This also support above.
2. Mean value related to the statement the workload increases is 3.03 for teachers. Corresponding small standard deviation value is 1.212 respectively. It means respondent teachers expresses their unawareness towards this statement. Median (M) and mode (Z) values are equal to 3. This also support above.
3. Mean value related to the statement the interest of other staff members is lost is 3.15 for teachers. Corresponding small standard deviation value is 1.130 respectively. It means respondent teachers expresses their unawareness towards this statement. Median (M) and mode (Z) values are equal to 3. This also support above.
4. Mean value related to the statement staff is aware about the students loss is 3.38 for teachers. Corresponding small standard deviation value is 1.070 respectively. It means respondent teachers expresses their unawareness towards this statement. Median (M) and mode (Z) values are equal to 3. This also support above.
5. Mean value related to the statement subject related work is pending is 3.16 for teachers. Corresponding small standard deviation value is 1.146

respectively. It means respondent teachers expresses their unawareness towards this statement. Median (M) and mode (Z) values are equal to 3. This also support above.

6. Mean value related to the statement overall experience in the organization is reduced is 2.86 for teachers. Corresponding small standard deviation value is 1.286 respectively. It means respondent teachers expresses their unawareness towards this statement. Median (M) and mode (Z) values are equal to 3. This also support above.

7. Mean value related to the statement the staff members are left with low morale is 3.03 for teachers. Corresponding small standard deviation value is 1.111 respectively. It means respondent teachers expresses their unawareness towards this statement. Median (M) and mode (Z) values are equal to 3. This also support above.

8. Mean value related to the statement attrition leads to the blame game theory is 3.16 for teachers. Corresponding small standard deviation value is 1.112 respectively. It means respondent teachers expresses their unawareness towards this statement. Median (M) and mode (Z) values are equal to 3. This also support above.

Hence from the above table descriptive parameters it can also be inferred that statistical parameters related to awareness about the qualitative human resource loss to an organization due to attrition - Teachers awareness, shows that the teachers have expressed their opinion of unawareness. At least one third of the teachers have expressed their neutral opinion which may promote their unawareness towards the parameters. The teachers should take attrition issue

seriously and understand the effect of attrition to the institution both in the short and long run. Thus both the management and the teachers should work hand in hand to fight the issue of attrition.

4.4.6 Future Prospects and Practices in the Organization for Overcoming Attrition

The researcher intend to offer suggestion for the future prospect and practices to the organization which would help the management of unaided junior college to dealt with the problem of attrition. From the research undertaken and personal interaction with the nearly 50% respondents the researcher was able to understand the teachers perception and their thought process towards the problem of attrition. The teachers expect a lot from the management not only for the growth of the organization but also their professional growth. Better working condition, enriched library with resource material, provident fund, fringe benefits, timely and monthly salary, etc. would motivate the teaching staff members to remain with the organization.

The management should also create a strong organizational work culture and system for which they need to have proper HR policies, internal promotion system, Faculty development Programmes, which would give a strength to the organization to fight with attrition issue.

To suggest for future prospects and practices in the organization for overcoming attrition problems, researcher considered only one main dimensions namely future practices in the organization. Two types of respondents, teachers and management representatives were asked to give their opinion on seven point scale

of importance for different statements related to this dimensions. The codes are as below.

1. Not at all important = NI,
2. Low important = LI,
3. Slightly important = SI,
4. Neutral = N,
5. Moderately important = MI,
6. Very important = VI,
7. Extremely important = EI

The table given below shows the responses of the teachers and the management representative regarding the future practices in the organization.

Details of responses are given below:

Table 4.4.6.1: Details of Future Practices in the Organization

			NI	LI	SI	N	MI	VI	EI	T
Current salary slab needs revision.	Teachers	F	14	29	20	37	31	67	109	307
		%	4.6	9.4	6.5	12.1	10.1	21.8	35.5	100.0
	Management	F	0	0	0	2	6	1	2	11
		%	0	0	0	18.2	54.5	9.1	18.2	100.0
Working condition should be improved	Teachers	F	6	11	36	47	34	103	70	307
		%	2.0	3.6	11.7	15.3	11.1	33.6	22.8	100.0
	Management	F	0	0	1	3	2	4	1	11
		%	0	0	9.1	27.3	18.2	36.4	9.1	100.0
Proper HR policies needs to be framed to check attrition	Teachers	F	7	15	23	66	44	81	71	307
		%	2.3	4.9	7.5	21.5	14.3	26.4	23.1	100.0
	Management	F	0	0	1	3	4	2	1	11
		%	0	0	9.1	27.3	36.4	18.2	9.1	100.0
Internal promotion should be followed as per HR policies	Teachers	F	12	15	30	54	63	58	75	307
		%	3.9	4.9	9.8	17.6	20.5	18.9	24.4	100.0
	Management	F	0	0	0	4	3	2	2	11
		%	0	0	0	36.4	27.3	18.2	18.2	100.0

			NI	LI	SI	N	MI	VI	EI	T
The management should focus more on professional growth of the staff	Teachers	F	7	21	51	62	30	56	80	307
		%	2.3	6.8	16.6	20.2	9.8	18.2	26.1	100.0
	Management	F	0	0	0	3	4	0	4	11
		%	0	0	0	27.3	36.4	0	36.4	100.0
Yoga and meditation should be introduced for teachers	Teachers	F	10	41	20	41	33	84	78	307
		%	3.3	13.4	6.5	13.4	10.7	27.4	25.4	100.0
	Management	F	0	0	0	2	3	4	2	11
		%	0	0	0	18.2	27.3	36.4	18.2	100.0
Teaching staff should be given proper recognition and respect	Teachers	F	9	4	11	68	31	96	88	307
		%	2.9	1.3	3.6	22.1	10.1	31.3	28.7	100.0
	Management	F	0	0	0	2	2	4	3	11
		%	0	0	0	18.2	18.2	36.4	27.3	100.0
The newly joined teaching staff should be given proper training	Teachers	F	12	10	13	33	68	87	84	307
		%	3.9	3.3	4.2	10.7	22.1	28.3	27.4	100.0
	Management	F	0	0	0	3	2	2	4	11
		%	0	0	0	27.3	18.2	18.2	36.4	100.0
The length of probation period should be reduced	Teachers	F	9	12	26	55	25	102	78	307
		%	2.9	3.9	8.5	17.9	8.1	33.2	25.4	100.0
	Management	F	0	0	0	3	6	0	2	11
		%	0	0	0	27.3	54.5	0	18.2	100.0
The concept of exit interview to be introduced.	Teachers	F	7	9	19	95	24	77	76	307
		%	2.3	2.9	6.2	30.9	7.8	25.1	24.8	100.0
	Management	F	0	0	0	2	4	3	2	11
		%	0	0	0	18.2	36.4	27.3	18.2	100.0
Provident fund should be given from the date of appointment to the staff.	Teachers	F	4	6	23	36	20	119	99	307
		%	1.3	2.0	7.5	11.7	6.5	38.8	32.2	100.0
	Management	F	0	0	0	5	2	2	2	11
		%	0	0	0	45.5	18.2	18.2	18.2	100.0
Teaching staff should be encouraged for novelty of ideas and thoughts.	Teachers	F	6	17	27	67	30	64	96	307
		%	2.0	5.5	8.8	21.8	9.8	20.8	31.3	100.0
	Management	F	0	0	0	2	2	2	5	11
		%	0	0	0	18.2	18.2	18.2	45.5	100.0
Appointment of the proxy teacher for sharing of excess workload	Teachers	F	9	13	12	48	66	86	73	307
		%	2.9	4.2	3.9	15.6	21.5	28.0	23.8	100.0
	Management	F	0	0	0	2	4	3	2	11
		%	0	0	0	18.2	36.4	27.3	18.2	100.0

			NI	LI	SI	N	MI	VI	EI	T
Teachers should be given fringe benefits.	Teachers	F	4	5	8	50	57	97	86	307
		%	1.3	1.6	2.6	16.3	18.6	31.6	28.0	100.0
	Management	F	0	0	0	1	2	3	5	11
		%	0	0	0	9.1	18.2	27.3	45.5	100.0
Library should be rich with abundant resources for teachers' progress.	Teachers	F	5	6	7	35	70	83	101	307
		%	1.6	2.0	2.3	11.4	22.8	27.0	32.9	100.0
	Management	F	0	0	0	0	3	2	6	11
		%	0	0	0	0	27.3	18.2	54.5	100.0
Faculty development Programme should be organized	Teachers	F	7	6	7	33	58	74	122	307
		%	2.3	2.0	2.3	10.7	18.9	24.1	39.7	100.0
	Management	F	0	0	0	1	1	3	6	11
		%	0	0	0	9.1	9.1	27.3	54.5	100.0

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that:

1. Teachers (67.4%) and management representative (81.8%) expresses their opinion of high importance towards the statement that current salary slab needs revision.
2. Teachers (67.5%) and management representative (63.7%) expresses their opinion of high importance towards the statement that working condition should be improved.
3. Teachers (63.8%) and management representative (63.7%) expresses their opinion of high importance towards the statement that proper HR policies needs to be framed to check attrition.
4. 63.8% teachers and 63.7% management representative expresses their opinion of high importance towards statement that internal promotion should be followed as per HR policies.

5. Teachers (54.1%) and management representative (72.8%) expresses their opinion of high importance towards the statement that the management should focus more on professional growth of the staff.
6. Teachers (63.5%) and management representative (81.9%) expresses their opinion of high importance towards the statement that yoga and meditation should be introduced for teachers.
7. Teachers (70.1%) and management representative (81.9%) expresses their opinion of high importance towards the statement that teaching staff should be given proper recognition and respect.
8. Teachers (77.8%) and management representative (72.8%) expresses their opinion of high importance towards the statement that the newly joined teaching staff should be given proper training.
9. Teachers (66.7%) and management representative (72.7%) expresses their opinion of high importance towards the statement that the length of probation period should be reduced.
10. Teachers (57.7%) and management representative (81.9%) expresses their opinion of high importance towards the statement that the concept of exit interview to be introduced.
11. Teachers (77.5%) and management representative (54.6%) expresses their opinion of high importance towards the statement that provident fund should be given from the date of appointment to the staff.
12. Teachers (61.9%) and management representative (81.9%) expresses their opinion of high importance towards the statement that teaching staff should be encouraged for novelty of ideas and thoughts.

13. Teachers (73.3%) and management representative (81.9%) expresses their opinion of high importance towards the statement that appointment of the proxy teacher for sharing of excess workload.
14. Teachers (78.2%) and management representative (91.0%) expresses their opinion of high importance towards the statement that teachers should be given fringe benefits.
15. Teachers (82.7%) and management representative (100%) expresses their opinion of high importance towards the statement that library should be rich with abundant resources for teachers' progress.
16. Teachers (82.7%) and management representative (90.9%) expresses their opinion of high importance towards the statement that Faculty development Programme should be organized.

Hence from the above table it can be inferred that suggestion for future prospects and practices in the organization for overcoming attrition problems- Details of Future Practices in the organization have grabbed the interest of all the respondents from the teachers respondents as well as management respondents. Almost every parameter under the details of future prospects has been opinioned with a bend towards very importance. Both the respondents feel that the management should change their approach towards the teaching faculty. They should provide with facilities and better work environment. Education being a service sector industry should give utmost importance to its employees and should take care of their human resource. The management need to implement those policies and practices which are healthy for the work culture.

For in-depth analysis we further give details of descriptive parameters related to the precautions taken by management for controlling attrition- Managements stand. Details of which are presented in the following table.

Table 4.4.6.2: Descriptive statistical parameters related to Future Practices in the Organization

	Teachers					Management				
	N	Mean	M	Z	SD	N	Mean	M	Z	SD
Current salary slab needs revision.	307	5.21	6.00	7	1.888	11	5.27	5.00	5	1.009
Working condition should be improved	307	5.22	6.00	6	1.570	11	5.09	5.00	6	1.221
Proper HR policies needs to be framed to check attrition	307	5.12	5.00	6	1.581	11	4.91	5.00	5	1.136
Internal promotion should be followed as per HR policies	307	5.00	5.00	7	1.675	11	5.18	5.00	4	1.168
The management should focus more on professional growth of the staff	307	4.87	5.00	7	1.751	11	5.45	5.00	5[a]	1.293
Yoga and meditation should be introduced for teachers	307	4.99	6.00	6	1.849	11	5.55	6.00	6	1.036
Teaching staff should be given proper recognition and respect	307	5.44	6.00	6	1.492	11	5.73	6.00	6	1.104
The newly joined teaching staff should be given proper training	307	5.38	6.00	6	1.560	11	5.64	6.00	7	1.286
The length of probation period should be reduced	307	5.26	6.00	6	1.622	11	5.09	5.00	5	1.044
The concept of exit interview to be introduced.	307	5.13	5.00	4	1.555	11	5.45	5.00	5	1.036
Provident fund should be given from the date of appointment to the staff.	307	5.65	6.00	6	1.434	11	5.09	5.00	4	1.221

Teaching staff should be encouraged for novelty of ideas and thoughts.	307	5.20	6.00	7	1.677	11	5.91	6.00	7	1.221
Appointment of the proxy teacher for sharing of excess workload	307	5.28	6.00	6	1.525	11	5.45	5.00	5	1.036
Teachers should be given fringe benefits.	307	5.56	6.00	6	1.323	11	6.09	6.00	7	1.044
Library should be rich with abundant resources for teachers' progress.	307	5.64	6.00	7	1.348	11	6.27	7.00	7	.905
Faculty development Programme should be organized	307	5.73	6.00	7	1.428	11	6.27	7.00	7	1.009

Source: Prepared by the Researcher from the primary data.

Interpretation:

From above table it is observed that:

1. Mean value related to the statement current salary slab needs revision is 5.21 for teachers and 5.27 for management representatives. Corresponding small standard deviation values are 1.888 and 1.009 respectively. It means respondents (both teachers and management representative) expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are greater than 5. This also support above.

2. Mean value related to the statement working condition should be improved is 5.22 for teachers and 5.09 for management representatives. Corresponding small standard deviation values are 1.570 and 1.221 respectively. It means respondents (both teachers and management representative) expresses their opinion towards this statement as very

important. Median (M) and mode (Z) values are greater than 5. This also support above.

3. Mean value related to the statement is Proper HR policies needs to be framed to check attrition 5.12 for teachers and 4.91 for management representatives. Corresponding small standard deviation values are 1.581 and 1.136 respectively. It means respondents (both teachers and management representative) expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are greater than 5. This also support above.

4. Mean value related to the statement Internal promotion should be followed as per HR policies is 5.00 for teachers and 5.18 for management representatives. Corresponding small standard deviation values are 1.675 and 1.168 respectively. It means respondents (both teachers and management representative) expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are also greater than 5. This also support above.

5. Mean value related to the statement the management should focus more on professional growth of the staff is 4.87 for teachers and 5.45 for management representatives. Corresponding small standard deviation values are 1.751 and 1.293 respectively. It means respondents' teachers and management representative expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are greater than 5. This also support above.

6. Mean value related to the statement Yoga and meditation should be introduced for teachers is 4.99 for teachers and 5.55 for management representatives. Corresponding small standard deviation values are 1.849 and 1.036 respectively. It means respondents (both teachers and management representative) expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are greater than 4. This also support above.

7. Mean value related to the statement teaching staff should be given proper recognition and respect is 5.44 for teachers and 5.73 for management representatives. Corresponding small standard deviation values are 1.492 and 1.104 respectively. It means respondents (both teachers and management representative) expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are greater than 6. This also support above.

8. Mean value related to the statement the newly joined teaching staff should be given proper training is 5.38 for teachers and 5.64 for management representatives. Corresponding small standard deviation values are 1.560 and 1.286 respectively. It means respondents (both teachers and management representative) expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are greater than 6. This also support above.

9. Mean value related to the statement the length of probation period should be reduced is 5.26 for teachers and 5.09 for management representatives. Corresponding small standard deviation values are 1.622 and 1.044 respectively. It means respondents (both teachers and management

representative) expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are greater than 5. This also support above.

10. Mean value related to the statement the concept of exit interview to be introduced is 5.13 for teachers and 5.45 for management representatives. Corresponding small standard deviation values are 1.555 and 1.036 respectively. It means respondents (both teachers and management representative) expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are greater than 5. This also support above.

11. Mean value related to the statement provident fund should be given from the date of appointment to the staff is 5.65 for teachers and 5.09 for management representatives. Corresponding small standard deviation values are 1.434 and 1.221 respectively. It means respondents (both teachers and management representative) expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are greater than 5. This also support above.

12. Mean value related to the statement teaching staff should be encouraged for novelty of ideas and thoughts is 5.20 for teachers and 5.91 for management representatives. Corresponding small standard deviation values are 1.677 and 1.221 respectively. It means respondents (both teachers and management representative) expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are greater than 6. This also support above.

13. Mean value related to the statement appointment of the proxy teacher for sharing of excess workload is 5.28 for teachers and 5.45 for management representatives. Corresponding small standard deviation values are 1.525 and 1.036 respectively. It means respondents (both teachers and management representative) expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are greater than 5. This also support above.

14. Mean value related to the statement teachers should be given fringe benefits is 5.56 for teachers and 6.09 for management representatives. Corresponding small standard deviation values are 1.323 and 1.044 respectively. It means respondents (both teachers and management representative) expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are greater than 6. This also support above.

15. Mean value related to the statement library should be rich with abundant resources for teachers' progress is 5.64 for teachers and 6.27 for management representatives. Corresponding small standard deviation values are 1.348 and 0.905 respectively. It means respondents (both teachers and management representative) expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are greater than 6. This also support above.

16. Mean value related to the statement faculty development programme should be organized is 5.73 for teachers and 6.27 for management representatives. Corresponding small standard deviation values are 1.428 and 1.009 respectively. It means respondents (both teachers and

management representative) expresses their opinion towards this statement as very important. Median (M) and mode (Z) values are greater than 6. This also support above.

Hence from the above table of descriptive parameters related to Future Practices in the Organization it can also be inferred that the organization should give utmost importance for the above mentioned parameters. The teacher respondents as well as the management representative both have given their opinion that the above mentioned parameters are very importance which can control the issues of attrition. The organization should frame and implement policies which would focus on retentions of the teaching staff. Teaching staff being one of the important stakeholders of the education industry, they need to be cared for. Thus by following the parameters of future practices organization can work controlling attrition issue.

4.5 Carrying out the Wilcoxon Signed Rank Sum Test

Case 1: Paired data

1. State the null hypothesis - in this case it is that the median difference, M, is equal to zero.
2. Calculate each paired difference, di = xi − yi , where xi , yi are the pairs of observations.
3. Rank the dis, ignoring the signs (i.e. assign rank 1 to the smallest |di |, rank 2 to the next etc.)
4. Label each rank with its sign, according to the sign of di.
5. Calculate W+, the sum of the ranks of the positive dis, and W−, the sum of the ranks of the negative dis. (As a check the total, W+ + W−, should be

equal to n(n+1) 2 , where n is the number of pairs of observations in the sample).

Case 2: Single set of observations

1. State the null hypothesis - the median value is equal to some value M.
2. Calculate the difference between each observation and the hypothesized median, di = xi − M.
3. Apply Steps 3-5 as above.

Under the null hypothesis, we would expect the distribution of the differences to be approximately symmetric around zero and the distribution of positives and negatives to be distributed at random among the ranks. Under this assumption, it is possible to 1 work out the exact probability of every possible outcome for W.

To carry out the test, we therefore proceed as follows:

1. Choose W = min(W−, W+).
2. Use tables of critical values for the Wilcoxon signed rank sum test to find the probability of observing a value of W or more extreme. Most tables give both one-sided and two-sided p-values. If not, double the one-sided p-value to obtain the two-sided p-value. This is an exact test.

Normal approximation

If the number of observations/pairs is such that n(n+1) 2 is large enough (> 20), a normal approximation can be used with $\mu W = n(n + 1) 4$,

$$\sigma_W = \sqrt{\text{r } n(n + 1)(2n + 1) 24}$$

Dealing with ties:

There are two types of tied observations that may arise when using the Wilcoxon signed rank test:

A) Observations in the sample may be exactly equal to M (i.e. 0 in the case of paired differences). Ignore such observations and adjust n accordingly.

B) Two or more observations/differences may be equal. If so, average the ranks across the tied observations and reduce the variance by t 3−t 48 for each group of t tied ranks

4.6 One Sample t- test

A t-test is used to determine if the scores of two groups differ on a single variable. A t-test is designed to test for the differences in mean scores. To conduct a one-sample test when the population standard deviation is not known, we use a variant of the z_{stat} called the t_{stat}. The advantage of the t_{stat} is that it can use sample standard deviation *s* instead of σ to formulate the estimated standard error of the mean.

Hypotheses: The null and alternative hypotheses are identical to those used by the *z* test. The null hypothesis is H_0: μ = C Alternatives are

H_1: $\mu \neq \mu_0$ (two-sided)

H_1: $\mu > \mu_0$ (one-sided to right)

H_1: $\mu < \mu_0$ (one-sided to left)

Test statistic: The one-sample *t* statistic is: *t* =*(*Mean Difference)/*Error Variance* =(Sample Mean – Population Mean) / (Standard Deviation / √Sample Size).

This statistic has $n - 1$ degrees of freedom.

***P-value* and conclusion:** The t_{stat} is converted to a *p* value with a computer program or *t* table. When using the *t* table, we will only be able to find boundaries for the *p* value. Small values of *P* provide evidence against H_0.

4.7 Hypothesis Testing

4.7.1 Hypothesis 1

Null hypothesis (H_0): Unaided junior colleges are not significantly concern for the retention of the teachers.

Alternative hypothesis (H_1) : Unaided junior colleges are significantly concern for the retention of the teachers.

For testing null hypothesis we use relevant data gathered by researcher from teachers and management representatives of colleges. The details of which are given below.

Table 4.7.1.1: Details of Scores, variables and Normality test

Variable	Five point Rating scale with code	Null for Normality test	Normality test	P value	Result of normality test
T_ retention policies	1: Strongly Disagree; 2: Disagree 3: Neutral ; 4: Agree; 5: Strongly Agree	The distribution of T_ retention policies is normal with mean 3.750 and S.D. 0.55	One sample kolmogorov -smirnov test	0.000	Reject null hypothesis
M_ retention policies	1: Strongly Disagree; 2: Disagree 3: Neutral ; 4: Agree; 5: Strongly Agree	The distribution of M_ retention policies is normal with mean 4.214 and S.D. 0.37	One sample kolmogorov -smirnov test	0.998	Retain null hypothesis

From the above table it is observed that,

1. ‘p’ value for variable T_ retention policies is 0.000 which is less than Critical p value 0.05. Hence we reject null hypothesis that data is normally distributed. Therefore we use nonparametric Wilcoxon Signed test for testing significance of variable T_ retention policies with hypothesized median value 3.

2. ‘p’ value for variable M_ retention policies is 0.998 which is greater than Critical p value 0.05. Hence we retain null hypothesis and data is normally distributed. We use parametric one sample ‘t’ test for testing significance of this variables with hypothesized mean value 3.

Results of non-parametric Wilcoxon Signed test for testing significance of variable T_ retention policies with hypothesized median value 3.

Descriptive statistics for variable T_ retention policies

	T_ retention policies
N	307
Median	3.706

It is clear that median score values for both variables are greater than 3. This indicates that teachers agreed that unaided junior colleges are significantly concern for the retention of the teachers.

Hypothesis test summery of one sample non parametric Wilcoxon Signed test:

Null hypothesis	**P value**	**Decision**
The median of T_ retention policies equals to 3.00	0.00	Reject null hypothesis

From the above table it is observed that for the variable T_ retention policies p value is 0.000. This value is less than 0.01. **Therefore we reject null hypothesis for this variable.**

Results of parametric one sample 't' test for testing significance of variable M_ retention policies with hypothesized mean value 3.

Descriptive statistics for variable M_ retention policies

	N	Mean	Std. Deviation	Std. Error Mean
M_ retention policies	11	4.2139	.37042	.11169

From the above table it is observed that, Mean score values for variable M_ retention policies is 4.2139. This value is greater than hypothesized value 3. This indicates that respondents are agree with fact that unaided junior colleges are significantly concern for the retention of the teachers.

Table 4.7.1.2: One sample 't' test of mean vs hypothesized score 3 for variable M_ retention policies regarding concern for the retention of the teachers by unaided junior colleges

	Test Value = 3		
Variable	T	Degree of freedom (df)	Sig. (2-tailed) p value
M_ retention policies	10.869	10	0.000

From the above table it is observed that 'p' value for variable M_ retention policies is 0.000 which is less than 0.01. **Hence null hypothesis that there is no significant difference between calculated mean value and hypothesizes mean value 3 is rejected in each of these cases (at 5% & 1% level of significance).** Hence we may reveal that Mean score value for variable M_ retention policies is greater than 3.

This indicates that unaided junior colleges are significantly concern for the retention of the teachers for these variables.

Finding: Unaided junior colleges are significantly concern for the retention of the teachers.

4.7.2 Hypothesis 2

Null hypothesis (H_0): There is a no significantly uniform process for the selection and recruitment of the teachers.

Alternative hypothesis (H_1) : There is a significantly uniform process for the selection and recruitment of the teachers.

For testing null hypothesis we use relevant data gathered by researcher from teachers and management representatives of colleges. The details of which are given below.

Table 4.7.2.1: Details of Scores, variables and Normality test

Variable	Five point Rating scale with code	Null for Normality test	Normality test	P value	Result of normality test
T_ selection and recruitment	1: Strongly Disagree; 2: Disagree 3: Neutral ; 4: Agree; 5: Strongly Agree	The distribution of T_ selection and recruitment is normal with mean 3.577 and S.D. 0.47	One sample kolmogorov-smirnov test	0.413	Retain null hypothesis
M_ selection and recruitment	1: Strongly Disagree; 2: Disagree 3: Neutral ; 4: Agree; 5: Strongly Agree	The distribution of M_ selection and recruitment is normal with mean 4.330 and S.D. 0.51	One sample kolmogorov-smirnov test	1.000	Retain null hypothesis

From the above table it is observed that, p values for variable T_ selection and recruitment and M_ selection and recruitment are 0.413 and 1.000 respectively. These values are greater than Critical p value 0.05. Hence we retain null hypothesis and data is normally distributed. We use parametric one sample 't' test for testing significance of these variables with hypothesized mean value 3.

Results of parametric one sample 't' test for testing significance of variables T_ selection and recruitment and M_ selection and recruitment with hypothesized mean value 3.

Descriptive statistics for variables T_ selection and recruitment and M_ selection and recruitment

	N	Mean	Std. Deviation	Std. Error Mean
T_ selection and recruitment	307	3.5774	.47102	.02688
M_ selection and recruitment	11	4.3295	.51165	.15427

From the above table it is observed that, Mean score values for variables A T_ selection and recruitment and M_ selection and recruitment are 3.5774 and 4.3295 respectively. Both these values are greater than hypothesized value 3. This indicates that respondents are agree with fact that there is a significantly uniform process for the selection and recruitment of the teachers.

Now we test significance of scores for these variables related to fact that there is a significantly uniform process for the selection and recruitment of the teachers using one sample 't' test.

The significance of result is given the following table.

Table 4.7.2.2: One sample 't' test of mean vs hypothesized score 3 for variables T_ selection and recruitment and M_ selection and recruitment regarding significantly uniform process for the selection and recruitment of the teachers

	Test Value = 3		
Variable	T	Degree of freedom (df)	Sig. (2-tailed) p value
T_ selection and recruitment	21.479	306	0.000
M_ selection and recruitment	8.618	10	0.000

From the above table it is observed that 'p' values for variables T_ selection and recruitment and M_ selection and recruitment are 0.000 and 0.000 respectively. **Hence null hypothesis that there is no significant difference between calculated mean value and hypothesizes mean value 3 is rejected in each of these cases (at 5% & 1% level of significance)**. It means null hypothesis that there is a no significantly uniform process for the selection and recruitment of the teachers is rejected. Also Mean score values for variables T_ selection and recruitment and M_ selection and recruitment are significantly greater than hypothesized value 3.

Finding:

Hence we may reveal that there is a significantly uniform process for the selection and recruitment of the teachers.

4.7.3 Hypothesis 3

Null hypothesis (H_0): Attrition of teaching staff does not significantly affects the academic performance of the students.

Alternative hypothesis (H_1) : Attrition of teaching staff significantly affects the academic performance of the students.

For testing null hypothesis we use relevant data gathered by researcher from teachers and management representatives of colleges. The details of which are given below.

Table 4.7.3.1: Details of Scores, variables and Normality test

Variable	Five point Rating scale with code	Null for Normality test	Normality test	P value	Result of normality test
T_ Attrition impact	1.No affect, 2 Minor affect, 3.Neutral, 4.Moderate affect, 5.Major affect	The distribution of T_ Attrition impact is normal with mean 3.112 and S.D. 0.73	One sample kolmogorov-smirnov test	0.065	Retain null hypothesis
M_ Attrition impact	1.No affect, 2 Minor affect, 3.Neutral, 4.Moderate affect, 5.Major affect	The distribution of M_ Attrition impact is normal with mean 3.312 and S.D. 0.34	One sample kolmogorov-smirnov test	0.998	Retain null hypothesis

From the above table it is observed that, p values for variable T_ Attrition impact and M_ Attrition impact are 0.065 and 0.998 respectively. These values are greater than Critical p value 0.05. Hence we retain null hypothesis and data is normally distributed. We use parametric one sample 't' test for testing significance of these variables with hypothesized mean value 3.

Results of parametric one sample 't' test for testing significance of variables T_ Attrition impact and M_ Attrition impact with hypothesized mean value 3.

Descriptive statistics for variables T_ Attrition impact and M_ Attrition impact

	N	Mean	Std. Deviation	Std. Error Mean
T_ Attrition impact	307	3.1120	.73439	.04191
M_ Attrition impact	11	3.3125	.34004	.10252

From the above table it is observed that, Mean score values for variables T_ Attrition impact and M_ Attrition impact are 3.1120 and 3.3125 respectively. Both these values are greater than hypothesized value 3. This indicates that respondents are opinion with fact that Attrition of teaching staff significantly affects the academic performance of the students.

Now we test significance of scores for these variables related to fact that Attrition of teaching staff significantly affects the academic performance of the students using one sample 't' test.

The significance of result is given the following table.

Table 4.7.3.2: One sample 't' test of mean vs hypothesized score 3 for variables T_ Attrition impact and M_ Attrition impact regarding Attrition of teaching staff significantly affects the academic performance of the students

	Test Value = 3		
Variable	T	Degree of freedom (df)	Sig. (2-tailed) p value
T_ Attrition impact	2.671	306	0.008
M_ Attrition impact	3.048	10	0.012

From the above table it is observed that 'p' values for variables T_ Attrition impact and M_ Attrition impact are 0.008 and 0.012 respectively. **Hence null hypothesis that there is no significant difference between calculated mean value and hypothesizes mean value 3 is rejected in each of these cases (at 5%**

& 1% level of significance). It means null hypothesis that Attrition of teaching staff does not significantly affects the academic performance of the students is rejected. Also mean score values for variables T_ Attrition impact and M_ Attrition impact are significantly greater than hypothesized value 3.

Finding:

Hence we may reveal that Attrition of teaching staff significantly affects the academic performance of the students.

4.7.4 Hypothesis 4

Null hypothesis (H_0): Management do not take significant precautions for controlling the attrition of the teaching staff.

Alternative hypothesis (H_1) : Management takes significant precautions for controlling the attrition of the teaching staff.

For testing null hypothesis we use relevant data gathered by researcher from teachers and management representatives of colleges. The details of which are given below.

Table 4.7.4.1: Details of Scores, variables and Normality test

Variable	Five point Rating scale with code	Null for Normality test	Normality test	P value	Result of normality test
T_ Teacher's attrition_ precautions	1: Strongly Disagree; 2: Disagree 3: Neutral ; 4: Agree; 5: Strongly Agree	The distribution of T_ Teacher's attrition_ precautions is normal with mean 3.113 and S.D. 0.63	One sample kolmogorov -smirnov test	0.371	Retain null hypothesis
M_ Teacher's attrition_ precautions	1: Strongly Disagree; 2: Disagree 3: Neutral ; 4: Agree; 5: Strongly Agree	The distribution of M_ Teacher's attrition_ precautions is normal with mean 3.938 and S.D. 0.11	One sample kolmogorov -smirnov test	0.910	Retain null hypothesis

From the above table it is observed that, p values for variable T_ Teacher's attrition_ precautions and M_ Teacher's attrition_ precautions are 0.371 and 0.910 respectively. These values are greater than Critical p value 0.05. Hence we retain null hypothesis and data is normally distributed. We use parametric one sample 't' test for testing significance of these variables with hypothesized mean value 3.

Results of parametric one sample 't' test for testing significance of variables T_ Teacher's attrition_ precautions and M_ Teacher's attrition_ precautions with hypothesized mean value 3.

Descriptive statistics for variables T_ Teacher's attrition_ precautions and M_ Teacher's attrition_ precautions

	N	Mean	Std. Deviation	Std. Error Mean
T_ Teacher's attrition_ precautions	307	3.1227	.62989	.03595
M_ Teacher's attrition_ precautions	11	3.9378	.11487	.03464

From the above table it is observed that, Mean score values for variables T_ Teacher's attrition_ precautions and M_ Teacher's attrition_ precautions are 3.1227 and 3.9378 respectively. Both these values are greater than hypothesized value 3. This indicates that respondents are agree with fact that Management takes significant precautions for controlling the attrition of the teaching staff.

Now we test significance of scores for these variables related to fact that Management takes significant precautions for controlling the attrition of the teaching staff using one sample 't' test.

The significance of result is given the following table.

Table 4.7.4.2: One sample 't' test of mean vs hypothesized score 3 for variables T_ Teacher's attrition_ precautions and M_ Teacher's attrition_ precautions regarding Management's significant precautions for controlling the attrition of the teaching staff

	Test Value = 3		
Variable	T	Degree of freedom (df)	Sig. (2-tailed) p value
T_ Teacher's attrition_ precautions	3.413	306	0.001
M_ Teacher's attrition_ precautions	27.076	10	0.000

From the above table it is observed that 'p' values for variables T_ Teacher's attrition_ precautions and M_ Teacher's attrition_ precautions are 0.001 and 0.000 respectively. **Hence null hypothesis that there is no significant difference between calculated mean value and hypothesizes mean value 3 is rejected in each of these cases (at 5% & 1% level of significance)**. It means null hypothesis that Management do not take significant precautions for controlling the attrition of the teaching staff is rejected. Also mean score values

for variables T_ Teacher's attrition_ precautions and M_ Teacher's attrition_ precautions are significantly greater than hypothesized value 3.

Finding:

Hence we may reveal that Management takes significant precautions for controlling the attrition of the teaching staff.

4.7.5 Hypothesis 5

Null hypothesis (H_0): There is no significant awareness about the loss caused due to attrition among the teachers.

Alternative hypothesis (H_1) : There is significant awareness about the loss caused due to attrition among the teachers.

For testing null hypothesis we use relevant data gathered by researcher from teachers and management representatives of colleges. The details of which are given below.

Table 4.7.5.1: Details of Scores, variables and Normality test

Variable	Five point Rating scale with code	Null for Normality test	Normality test	P value	Result of normality test
T_qualitative_human_resource_loss	1. Not at all aware, 2. Slightly aware, 3.Somewhat aware, 4.Moderately aware, 5.Extremely aware	The distribution of T_qualitative_human_resource_loss is normal with mean 3.135 and S.D. 0.38	One sample kolmogorov-smirnov test	0.005	Reject null hypothesis
M_qualitative_human_resource_loss	1. Not at all aware, 2. Slightly aware, 3.Somewhat aware, 4.Moderately aware, 5.Extremely aware	The distribution of M_qualitative_human_resource_loss is normal with mean 3.779 and S.D. 0.62	One sample kolmogorov-smirnov test	0.228	Retain null hypothesis

From the above table it is observed that,

1. ‘p’ value for variable T_qualitative_human_resource_loss is 0.005 which is less than Critical p value 0.05. Hence we reject null hypothesis that data is normally distributed. Therefore we use nonparametric Wilcoxon Signed test for testing significance of variable T_qualitative_human_resource_loss with hypothesized median value 3.
2. ‘p’ value for variable M_qualitative_human_resource_loss is 0.228 which is greater than Critical p value 0.05. Hence we retain null hypothesis and data is normally distributed. We use parametric one sample‘t’ test for testing significance of this variables with hypothesized mean value 3.

Results of non-parametric Wilcoxon Signed test for testing significance of variable T_qualitative_human_resource_loss with hypothesized median value 3.

Descriptive statistics for variable T_qualitative_human_resource_loss

	T_qualitative_human_resource_loss
N	307
Median	3.00

It is clear that median score value for both variable is equal to 3. This indicates that teachers somewhat aware about the loss caused due to attrition among the teachers.

Hypothesis test summery of one sample non parametric Wilcoxon Signed test:

Null hypothesis	P value	Decision
The median of T_qualitative_human_resource_loss equals to 3.00	0.090	Retain null hypothesis

From the above table it is observed that for the variable T_qualitative_human_resource_loss p value is 0.090. This value is more than 0.05. **Therefore we failed to reject null hypothesis for this variable.**

Results of parametric one sample 't' test for testing significance of variable M_qualitative_human_resource_loss with hypothesized mean value 3.

Descriptive statistics for variable M_qualitative_human_resource_loss

	N	Mean	Std. Deviation	Std. Error Mean
M_qualitative_human_resource_loss	11	3.7792	.62143	.18737

From the above table it is observed that, Mean score values for variable M_qualitative_human_resource_loss is 3.7792. This value is greater than hypothesized value 3. This indicates that respondents aware with fact that the loss caused due to attrition among the teachers.

Table 4.7.5.2: One sample 't' test of mean vs hypothesized score 3 for variable M_qualitative_human_resource_loss regarding awareness about the loss caused due to attrition among the teachers

	Test Value = 3		
Variable	t	Degree of freedom (df)	Sig. (2-tailed) p value
M_qualitative_human_resource_loss	4.159	10	0.002

From the above table it is observed that ‘p’ value for variable M_qualitative_human_resource_loss is 0.002 which is less than 0.01. **Hence null hypothesis that there is no significant difference between calculated mean value and hypothesizes mean value 3 is rejected in each of these cases (at 5% & 1% level of significance).**

Hence we may reveal that Mean score value for variable M_qualitative_human_resource_loss is greater than 3.This indicates that There is significant awareness about the loss caused due to attrition among the teachers.

Finding: Hence we may reveal that teachers are somewhat aware about the loss caused due to attrition among the teachers but management representative are aware about the loss caused due to attrition among the teachers

4.7.6 Hypothesis 6

Null hypothesis (H_0): Management do not show the positive approach towards the future prospects and practices to control attrition.

Alternative hypothesis (H_1) : Management shows the positive approach towards the future prospects and practices to control attrition.

For testing null hypothesis we use relevant data gathered by researcher from teachers and management representatives of colleges. The details of which are given below.

Table 4.7.6.1: Details of Scores, variables and Normality test

Variable	Five point Rating scale with code	Null for Normality test	Normality test	P value	Result of normality test
T_ future prospects and practices	1.Not at all important, 2.Low important, 3.Slightly important, 4.Neutral, 5.Moderately important, 6.Very important, 7.Extremely important	The distribution of T_ future prospects and practices is normal with mean 5.293 and S.D. 1.21	One sample kolmogoro v-smimov test	0.040	Reject null hypothesis
M_ future prospects and practices	1.Not at all important, 2.Low important, 3.Slightly important, 4.Neutral, 5.Moderately important, 6.Very important, 7.Extremely important	The distribution of M_ future prospects and practices is normal with mean 5.528 and S.D. 0.54	One sample kolmogoro v-smimov test	0.935	Retain null hypothesis

From the above table it is observed that,

1. 'p' value for variable T_ future prospects and practices is 0.040 which is less than Critical p value 0.05. Hence we reject null hypothesis that data is normally distributed. Therefore we use nonparametric Wilcoxon Signed test for testing significance of variable T_ future prospects and practices with hypothesized median value 4.

2. 'p' value for variable M_ future prospects and practices is 0.935 which is greater than Critical p value 0.05. Hence we retain null hypothesis and data is normally distributed. We use parametric one sample 't' test for testing significance of this variables with hypothesized mean value 4.

Results of non-parametric Wilcoxon Signed test for testing significance of variable T_ future prospects and practices with hypothesized median value 4.

Descriptive statistics for variable T_ future prospects and practices

	T_ future prospects and practices
N	307
Median	5.250

It is clear that median score value for variable is greater than 4. This indicates that teachers find it important that Management shows the positive approach towards the future prospects and practices to control attrition.

Hypothesis test summery of one sample non parametric Wilcoxon Signed test:

Null hypothesis	P value	Decision
The median of T_ future prospects and practices equals to 4.00	0.000	Reject null hypothesis

From the above table it is observed that for the variable T_ future prospects and practices p value is 0.000. This value is less than 0.05. Therefore we reject null hypothesis for this variable.

Results of parametric one sample 't' test for testing significance of variable M_ future prospects and practices with hypothesized mean value 4.

Descriptive statistics for variable M_ future prospects and practices

	N	Mean	Std. Deviation	Std. Error Mean
M_ future prospects and practices	11	5.5284	.53718	.16197

From the above table it is observed that, Mean score values for variable M_ future prospects and practices is 5.5284. This value is greater than hypothesized value

4. This indicates that respondents find it important the fact that Management shows the positive approach towards the future prospects and practices to control attrition.

Table 4.7.6.2: One sample 't' test of mean vs hypothesized score 4 for variable M_ future prospects and practices regarding Management showing the positive approach towards the future prospects and practices to control attrition

	Test Value = 4			
Variable	t	Degree of freedom (df)	Sig. (2-tailed) p value	
M_ future prospects and practices	9.437	10	0.000	

From the above table it is observed that 'p' value for variable M_ future prospects and practices is 0.000 which is less than 0.01. **Hence null hypothesis that there is no significant difference between calculated mean value and hypothesizes mean value 4 is rejected in each of these cases (at 5% & 1% level of significance).**

Hence we may reveal that Mean score value for variable M_ future prospects and practices is greater than 4.This indicates that Management shows the positive approach towards the future prospects and practices to control attrition is important.

Finding: Hence we may reveal that it is important that Management shows the positive approach towards the future prospects and practices to control attrition.

4.8 Conclusion

Hence all six objectives are verified and six hypothesis are tested. In the next chapter we give details of finding, conclusion, and recommendations based on the present study.

Chapter 5

CONCLUSIONS, FINDINGS

&

RECOMMENDATIONS

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Chapter 5

CONCLUSIONS, FINDINGS

&

RECOMMENDATIONS

5.1 Introduction

The study has denoted/presented practical suggestions for various stakeholders that are a part of the teaching industry. The teachers, management, society, college leaders, principals etc., which form a part of this large industry needs to take the attrition issue serious and should think harder to solve this problem. The recommendations that the researcher has proposes based on the findings of the study research, if implemented in the formal teaching sector can fetch positive results and help fight the attrition problem.

Looking at the attrition problem, this effects the roots of the education sector and would bring in irreparable change to education industry. Some where all the stakeholders of the education industry like students, teachers, management, society, administrative staff, government, parents etc. are affected due to attrition. The suggestions given are non-exhaustive and can be changed, altered

or otherwise, in due course of time. The suggestions and recommendations are framed as per the context of the study. These suggestions are universal, and if implemented by any private unaided or self-financed junior college would give positive results. But the degree or percentage of result would differ according to situation as well as institution.

The outcome of the study focuses on the change pattern, a change in management's philosophy, a change in society's outlook towards teachers, a change in teachers' attitude towards their work profile and job. If such changes happens with positive outlook, then the attrition issue will be solved with positive outcomes. Let's us also understand the efforts taken by the government in executing the policies which would help in retaining the faculty members. To fetch in dedicated faculty members in the education industry, the government has brought drastic change in the professional training programme of the teachers, i.e B.Ed. course (two year regular) with 20 weeks of internship. This would help the institute in finding the focused, job oriented and serious teaching fraternity in the industry. Such input would help in fighting attrition at a broader level and also at national platform. The policy makers must have a strict norm for the colleges, in terms of remuneration and fringe factors for faculty. Uniformity in norm should be set for faculty members without discrimination to address & solve the issue.

The colleges should bring in drastic change in its own policies and do introspection, as the issue is the outcome of unplanned, autocratic and bad policies. Only desired and genuine commitment from the management representative can arrest the attrition issue to certain level.

To retain the faculties, the retention polices ought to be framed with strong retentive forces, which would sublime the weakening forces. The human resource

policies should also contain retention strategies, the retention tactics should not be planned in isolation. The human talent must be nurtured and developed for efficient results. The management approach should be very professional and must not be tradition, conservative, in the box thinking. Let's pamper the employees, let's take stress out of jobs by construction recreation amenities for the stress free environment. Faculty enrichment programmes such as annual sports, employee trips, picnics, celebrating of birthdays, celebration of festivals etc. should be organized. This would build in happiness, brotherhood, unity, love for the work, thus dipping the stress level.

The researcher would also like to recommend about providing letter of appreciation, rewards and recognition for the performance of the teachers. This would really motivate them to work better with a vigor of enthusiasm and fighting spirit at the competition level. This rewards and recognitions are preserved for ages as they are considered praise factor, and thus remembered for life time.

5.2 Summary of the Research Study

The research study is on a sensitive issue associated with employees' (teachers') attrition, a common concern in the education industry. The researcher for his study has taken the unaided junior college of Mira Bhayandar for knowing the causes of attrition from teachers' angle & management's opinion, its bearing on the education sector, learner's studies & the institute as whole. In all six objectives and six hypothesis were mounted for study. The hypothesis were further bifurcated into alternative hypothesis & null hypothesis. The hypothesis were tested using various statistical test like 'Kolmogorov Smirnov (K-S Test)', 'The Wilcoxon Signed Rank Test', 'One Sample T-Test'. Descriptive analysis

were studies, inferential analysis were studied, both in detail. Two separate questionnaires were prepared for the teaching faculty members & the governing council team. The universal for the study were 30 junior colleges of Mira Bhayandar region, of them only 18 independent (Without grants) colleges offering 10+2 education were taken as the sample. In all 307 teachers and 11 management representative have filled the questionnaire. The questionnaire of the teachers comprised of 120 questions connected with the six objectives. The questionnaire also suggested on the future practices and methods to retain the staff, covered in the sixth objective. The questionnaire accommodated questions related to the demographic parameters of the teachers. The management questionnaire comprise of 96 questions, only few management representative offered to give feedback. They were interview personally to explore their knowledge & understanding of the title and their concern for issues related to attrition. A pilot study related to the main research work was piloted before proceeding. In the pilot study 38 teachers opted to fill their opinion in the questionnaire provided.

The college selected as sample for research, were approached, to interact with the students and to understand the difficulty arising out of attrition. Does attrition hamper their academic performance? As maximum learners were below 18 years (Minor), their opinion were not formally recorded. 'The education department' officers at Thane 'Zilla Parishad' were also contacted to give their valuable opinion about the title and issue of attrition. The convener/ education department representative for 'Mira Bhayandar area' were requested to put highlight on the given title under study. The admin support members and the office staff were interviewed to gain first hand evidence on the working of organization.

The data was gathers from three different sources, (i) from internet, (ii) from organization and (iii) from questionnaire. These data were accumulated, stored and then organized in the excel sheet for generations of the tables, graphs and charts. The Statistician helped researcher in testing the hypothesis that were framed for research study, by using statistical tools. Thus the researcher has worked to gain the insights from all the stake holders in regards to research work.

5.3 Results based on Objectives

I. First Objective was "to study the retention policies framed and implemented by the management of the unaided junior colleges". Relevant primary data was gathered from the junior colleges and this objective was verified. Following are the results that are based on this objective.

1. The findings stated that the teaching staff members of the concern junior college were informed about the Retention Policies & Practices that the organization follows.
2. Due to formal training, which is provided to the teaching staff, their potentials and capabilities are developed, this helps the college for smooth and efficient working.
3. Not all, but few welfare schemes are introduced for the teachers, this creates agitation among the teachers as their dissatisfaction level increases and this promotes attrition.
4. The trustees or the managing council body works to frame the policies that help to retain the teaching staff. This bring in new policies for providing the facilities to the staff members, their approachable gesture and positive philosophies help retention.

II. Second Objective was to understand various reasons of attrition, which the teachers think from their insight. The primary statistics relevant to the objective was assembled and this objective was verified. Find below the findings based on this objective.

1. The teachers working at the junior college level are not provided with the marginal welfares of the employment, nor are their appraisal based on their performance.
2. The appointment of the teachers at this level are based on well-defined process of selection, which helps the institute to select trained, qualified, skilled teachers. Staff members appointed through formal recruitment selection process remain serious towards their job and loyal to the organization.
3. From teachers view factor, causes of attrition received mixed opinion on agreement terms. Most of the respondent teachers have selected neutral responses, which endorses a disagreement towards the given factors. Factors like, timely salary, tedious appointment process, disregards for teachers work, issue of warnings, no say in decision making matters etc.

III. Third Objective stated that whether there is any influence of attrition in relationship to the studies and performance of the learners. The primary data related to the above statement was organized and this objective was verified. Following are findings based on this objective.

1. It was observed that the studies and the academic performance of the learners is affected. Attrition of the faculty members of non-granted junior colleges caused disturbances in the studies

2. Stating about the students' interest towards their studies, the teachers' attrition has influenced the students' interest negative. There is a loss of interest towards their academics, but it is minimal with minor affect.

IV. Fourth Objective was to gauge the causes of attrition to the organization. Relevant statistics was gathered through primary bases to verify this objective. Subsequent findings based on this objective are shown as below.

1. Managements stand have shown disagreement. The governing council of the junior college must work precisely to pass the policies and make it concrete to retain the teachers. Retention should be taken seriously and strategies should be framed.
2. Various parameters which highlight the managements policies related to granting the benefits of the employment to the teachers, preventive measures taken to control attrition, big claims put forth by the management does not really seems to exist. Teachers are denied the benefits.
3. To control attrition certain strategies and plan are framed by the governing council of the colleges, but that has not worked in favor of the college and has shown very minor effect on attrition. There is an outcome of disagreement as the opinion put forth by both the respondents.

V. Fifth Objective states about the loss of qualitative teaching staff due to attrition, which is considered to be as great loss to the college. The relevant data for the study was gathered through primary sources, to verify the objective. Following are outcomes built on this objective.

1. The interpretation shows that there is unawareness about the qualitative human resource loss and its implications.

2. The teachers are not aware about the action and strategies being framed by the management, so the teacher respondents have expressed their unawareness and neutral opinion towards it. It shows that communication gap and unhealthy movement of data and valuable information from the top to the staff. The management representative have given their positive feedback regarding the action taken to stop attrition, but the percentage of awareness is somewhat low.
3. There is an opinion of unawareness towards all the parameters related to Teachers Awareness such as attrition creates differences, workload increases, low morale, blame game, students loss etc.

VI. Sixth Objective is suggestive in nature, which put forth the suggestion regarding the methods and policies to be framed by the college in near future to fight attrition, and thus retain their teaching staff. Primary data related to the study was collected and this objective was verified. Following are findings based on this objective.

1. Details of various policies, strategies and methods to overcome the problem of attrition in the colleges have welcomed with a positive sign by the teacher respondents. Almost every parameter under the details of future prospects has been opinioned with a bend towards very importance. There is a strong and determined feeling that the management should bring in new innovative and positive change with novel approach towards the teaching faculty. They should be more professional and should provide with facilities at par with the corporate business work. Filthy work environment should be changes with introduction of digital technological and research based approach. The retention policies should be changed and

amended for better results. Thus be implementing the parameters of future practices, suggested by the researcher in the sixth objective, organization will be able to retain its teaching staff, and reduce the attrition issue.

5.4 Outcomes based on Inferential Analysis

It's that statistical tool which helps in generalizing the results outcome. It acquired the data from the random (probability) sample, and interprets about the entire population. The hypothesis testing is done by using this analysis, and the finding based on hypotheses testing are given below.

A. **First null hypothesis** was that "Unaided junior colleges are not significantly concern for the retention of the teachers". For testing null hypothesis, the researcher gathered the appropriate data from the respondents through the questionnaire. (teachers and management representatives of colleges) Initially normality test was conducted using one sample kolmogorov-smimov test for each group dividing data into set of two, viz. teacher's retention policies and management representative's retention policies. 'p' values for variables teacher's retention policies and management representatives retention policies of respondents were 0.000 (< 0.05) and 0.998 (> 0.05) respectively. Hence, we reject null hypothesis in the first case and data was not normally distributed whereas in the second case null hypothesis was retained and hence data was normally distributed. Hence, we use non-parametric test one sample Wilcoxon Signed test for testing significance of variable teacher's retention policies (T_ retention policies). We also used one sample 't' test for testing significance of variable management representatives retention policies (M_ retention policies).

The 'p' value arrived for the variables T_ retention policies and M_ retention policies are 0.000 and 0.000, which clearly indicate that the values of p are less than 0.01. Due to which we reject the null hypothesis for these variables. Hence it is reveal that 'Unaided junior colleges are significantly concern for the retention of the teachers'.

B. **Second null hypothesis** stated that "There is a no significantly uniform process for the selection and recruitment of the teachers". For testing the second null hypothesis, the researcher used the data collected from teaching faculties and governing council member of the institute filled in the questionnaire and given through personal interview. Initially normality test was conducted using one sample 'kolmogorov-smimov test' for both group dividing into two groups namely teacher's selection & recruitment (T_ selection & recruitment) and management representative's selection & recruitment (M_ selection & recruitment). 'p' values for variables T_ selection & recruitment and M_ selection & recruitment of respondents were 0.413 (>0.05) and 1.000 (> 0.05) respectively. Hence, we retain null hypothesis in both the cases and hence data was normally distributed. Hence, one sample 't' test is considered as the best statistical tool for testing significance of variables T_ selection and recruitment and M_ selection and recruitment

The 'p' value that is arrived for variables T_ selection & recruitment and M_ selection & recruitment are 0.000 (<0.05) and 0.000(<0.05) respectively. Hence it is found that that no significant difference appear in null hypothesis between calculated mean value and hypothesizes mean value 3 is rejected in each of these cases (at 5% & 1% level of significance). It means that the null hypothesis that, "there is a no

significantly uniform process for the selection and recruitment of the teachers" is rejected. Mean score values for variables T_ selection and recruitment and M_ selection and recruitment are significantly greater than hypothesized value 3. Hence we may reveal that 'significantly uniform process for the selection and recruitment of the teachers is followed'.

C. **Third null hypothesis** was that "Attrition of teaching staff does not significantly affects the academic performance of the students." For testing null hypothesis pertinent data is gathered by the research scholar from both the group of respondents (teachers and management representatives) of colleges. Initially normality test was conducted using 'one sample kolmogorov-smimov test' for each group. The data is divided into set groups that of teacher's Attrition impact (T_ Attrition impact) and management representative's Attrition impact (M_ Attrition impact). 'p' values for variables T_ Attrition impact and M_ Attrition impact of respondents were 0.065 (>0.05) and 0.998 (> 0.05) respectively. Hence, we retain null hypothesis in both the cases and hence data was normally distributed. Hence, the appropriate test i.e. 'one sample 't' test' is used for testing significance of variables T_ Attrition impact and M_ Attrition impact.

It is found that 'p' values for variables T_ Attrition impact and M_ Attrition impact are 0.008 (<0.05) and 0.012 (<0.05) respectively. Hence null hypothesis that there is no significant difference between calculated mean value and hypothesizes mean value 3 is rejected in each of these cases (at 5% & 1% level of significance). It means null hypothesis that "Attrition of teaching staff does not significantly affects the academic performance of the students is rejected". Mean score

values for variables T_ Attrition impact and M_ Attrition impact are significantly greater than hypothesized value 3. Hence we may reveal that "Attrition of teaching staff significantly affects the academic performance of the students".

D. **Fourth null hypothesis** was that "Management do not take significant precautions for controlling the attrition of the teaching staff". To test the null hypothesis appropriate statistical figures were gathered by researcher from both the respondents (teachers and management representatives) of colleges. At the first, i.e initially normality test was conducted using 'one sample kolmogorov-smimov test' for each group dividing data set into groups that of the teacher's attrition_ precautions (T_ Teacher's attrition_ precautions) and management representative's Teacher's attrition_ precautions (M_ Teacher's attrition_ precautions). 'p' values for variables T_ Teacher's attrition_ precautions and M_ 'Teacher's attrition_ precautions of respondents were 0.371 (>0.05) and 0.910 (> 0.05) respectively. Therefore, we retain null hypothesis in both the cases and hence data was normally distributed. Hence, we use the most appropriate, one sample 't' test for testing significance of variables T_ Teacher's attrition_ precautions and M_ Teacher's attrition_ precautions.

It is found that 'p' values for variables T_ Teacher's attrition_ precautions and M_ Teacher's attrition_ precautions are 0.001 (<0.05) and 0.000 (<0.05) respectively. Now there is no significant difference between calculated mean value and hypothesizes mean value 3 is rejected in each of these cases (at 5% & 1% level of significance). It means null hypothesis that "Management do not take significant precautions for controlling the attrition of the teaching staff" is

rejected. Wherein the mean score values for variables T_ Teacher's attrition_ precautions and M_ Teacher's attrition_ precautions are significantly greater than hypothesized value 3. Therefore, it can be reveal that, "Management takes significant precautions for controlling the attrition of the teaching staff".

E. **Fifth null hypothesis** was that "There is no significant awareness about the loss caused due to attrition among the teachers". Now the null hypothesis needs to be tested using proper statistical tools, for this the research scholar has gathered required and appropriate data from the respondents, viz the teachers and management representatives, of the colleges through questionnaire and interviews. At first the normality test was conducted using one sample kolmogorov-smimov test for each group. The data was divided into sets groups that of teacher's qualitative human resource loss (T_ qualitative human resource loss) and management representative's qualitative human resource loss (M_ qualitative human resource loss). 'p' values for variables T_ qualitative human resource loss and M_ qualitative human resource loss of respondents were 0.005 (<0.05) and 0.228 (> 0.05) respectively. Hence, null hypothesis is rejected in first case this indicates that the data was not normally distributed whereas in the second case null hypothesis was retained, this indicates that the data was normally distributed. Here due to difference in the data distribution, we use the another statistical test which is non-parametric test i.e 'one sample Wilcoxon Signed test' for testing significance of variable teacher's qualitative human resource loss (T_ qualitative human resource loss). We also used 'one sample 't' test' for testing significance of variable management representatives qualitative human resource loss (M_ qualitative human resource loss).

Using the statistical tool we find the value of 'P'. The 'p' values for variables T_ qualitative human resource loss and M_ qualitative human resource loss are 0.090 (>0.05) and 0.002 (<0.05) respectively. We determine the null hypothesis that there is no significant difference between calculated mean value and hypothesizes mean value 3 is retained in the first case and rejected in the second case (at 5% & 1% level of significance). Hence we may conclude that in this case the teachers are aware to some extent about the ill effects and losses caused both to the organization and the students due to attrition but looking at the other side respondents i.e. the management representative, they are almost fully aware about the repercussions caused and its far reaching effect in the long run due to non-retention of the teaching faculty in the institute. .

F. **Sixth null hypothesis** was that "Management do not show the positive approach towards the future prospects and practices to control attrition". The data, to test the null hypothesis, was collected from the teaching staff members and management representatives of the junior colleges through primary sources of questionnaire. To proceed ahead, at first the normality test was conducted using one sample kolmogorov-smimov test for each group. The data was divided into set group of that of teacher's future prospects and practices (T_ future prospects and practices) and management representative's future prospects and practices (M_ future prospects and practices). 'p' values for variables T_ future prospects and practices and M_ future prospects and practices of respondents were 0.040 (<0.05) and 0.935 (> 0.05) respectively. In this case due to the different values in the testing, the null hypothesis is rejected in first case and data was not normally

distributed whereas in the second case null hypothesis was retained and hence data was normally distributed. Hence, we use non-parametric test ‘one sample Wilcoxon Signed test’ for testing significance of variable teacher’s future prospects and practices (T_ future prospects and practices). We also used ‘one sample ‘t’ test’ for testing significance of variable management representatives future prospects and practices (M_ future prospects and practices).

It is found that ‘p’ values for variables T_ future prospects and practices and M_ future prospects and practices are 0.000 (<0.05) and 0.000 (<0.05) respectively. Hence null hypothesis that there is no significant difference between calculated mean value and hypothesizes mean value 3 is rejected in the both cases (at 5% & 1% level of significance). Hence we may reveal that it is important that Management shows the positive approach towards the future prospects and practices to control attrition.

Hence overall finding based on hypothesis testing are as follows:

	Null hypothesis (H0)	Variables	Test	P value	Decision
1	Unaided junior colleges are not significantly concern for the retention of the teachers. Unaided junior colleges are not significantly concern for the retention of the teachers.	T_ retention policies	non-parametric Wilcoxon Signed test	0.00	Reject null hypothesis
		M_ retention policies	parametric one sample 't' test	0.00	Reject null hypothesis
2	There is a no significantly uniform process for the selection and recruitment of the teachers.	T_ selection and recruitment	parametric one sample 't' test	0.000	Reject null hypothesis
		M_ selection and recruitment	parametric one sample 't' test	0.000	Reject null hypothesis
3	Attrition of teaching staff does not significantly affects the academic performance of the students.	T_ Attrition impact	parametric one sample 't' test	0.008	Reject null hypothesis
		M_ Attrition impact	parametric one sample 't' test	0.012	Reject null hypothesis
4	Management do not take significant precautions for controlling the attrition of the teaching staff.	T_ Teacher's attrition_ precautions	parametric one sample 't' test	0.001	Reject null hypothesis
		M_ Teacher's attrition_ precautions	parametric one sample 't' test	0.000	Reject null hypothesis
5	There is no significant awareness about the loss caused due to attrition among the teachers.	T_ qualitative human resource loss	non-parametric Wilcoxon Signed test	0.090	Retain null hypothesis
		M_ qualitative human resource loss	parametric one sample 't' test	0.002	Reject null hypothesis
6	Management do not show the positive approach towards the future prospects and practices to control attrition.	T_ future prospects and practices	non-parametric Wilcoxon Signed test	0.000	Reject null hypothesis
		M_ future prospects and practices	parametric one sample 't' test	0.000	Reject null hypothesis

5.5 Reliability Analysis of Tool (Questionnaire)

Category	Dimension	Number of statements	Cronbach's Alpha
Teachers	retention policies & their implementation	17	0.919
	reasons of attrition	27	0.891
	academic performance and psychological interest of students	16	0.911
	precautions taken by management for controlling attrition	20	0.920
	awareness about the qualitative human resource loss	24	0.950
	future prospectus and practices	16	0.953
Management	retention policies & their implementation	17	0.741
	reasons of attrition	16	0.907
	academic performance and psychological interest of students	16	0.515
	precautions taken by management for controlling attrition	19	0.501
	awareness about the qualitative human resource loss	14	0.931
	future prospectus and practices	16	0.779

The above table states that, it is observed that reliability value (Cronbach's Alpha) of all Dimension is greater than 0.50. Hence both the parts of questionnaire are reliable. It is arguable that the values of the two dimensions of management category are 0.515 and 0.501, which accounts for the poor internal consistency value in Cronbach's Alpha reliability test. The values arrived is due to the small sample size of management representative i.e 11, but the value arrived is tolerable for the given study and not unacceptable. All the other values arrived are more than 0.701 which clearly states that the Cronbach's Alpha test conducted for reliability of the questionnaire is proved.

5.6 Policy Proposal (Suggestion)

The management or the governing council of the self-governing college have framed policies to attract the cream of potential teaching faculties from the education sector. The policies are closed ended policies which emphasis more on management and organizational benefit factors. The human asset i.e. teaching faculties is considered as secondary at time of framing the policies. This mindset of management needs to undergo drastic transformation. They should acknowledge and apprehend the prominence of utmost essential resource, the teachers, and the management should capitalize in building robust manpower within.

The policy suggestions offered to various stakeholder of the teaching sector is given below.

5.6.1 Government

1. The Government needs to solve the plight of the teaching staff and ensure that the teachers of unaided junior college working in the private organisation are given the salary as per the scale finalised by the pay commission. There should not be any economic exploitation of the teaching staff.
2. The result of the study shows that teachers are not provided with the provident fund/retirement benefits. The Government's role in ensuring that every single teacher working in the unaided junior college is provided with the benefit of provident fund/retirement benefits would give a strong support to the teaching fraternity.

3. The outcome of the study reveals that, there is loss of interest in studies by the learners due to attrition. The government needs to monitor and ensure that high attrition rate in the private institutions does not affect and increase the dropout percentage of the students from the junior college.
4. The government needs to take precautionary steps to ensure that qualified, trained and experienced qualitative human resources does not leave the teaching sector due to reasons of attrition factor. Such loss would be a big setback to the society.
5. The rules pertaining to the running of the junior college by the private unaided institute also remains the same as that of the aided institute. The state government needs to consider relaxing the rules and promoting the sanction posts in unaided junior colleges. This decision of the government would not only make the teaching staff permanent but also help in controlling the attrition.
6. The outcome of the study discloses that management of the private institute exploits the new appointed teachers by taking advantage of the situation and demanding their first months' salary as deposit. Such deed of the management is against the policies of employment. Serious and timely action by the government officials towards such institutions would help in stopping the exploitative practices in the society.
7. The future prospects and practices suggested by the researcher such as improvement in working condition, internal promotion policy, providing salary as per the scale, faculty development programs, offering fringe benefits etc to overcome attrition, can be considered and given a thought

by the government for implementation in the private unaided junior college.

5.6.2 Management

1. Education sector being one of the dominating industry in the service sector, the management of the institute should give importance and take care of their teachers, by providing them with monetary and non-monetary benefits. The management needs to provide the teachers with salary as per the scale of aided college.
2. They have to think of providing fringe benefits as well as the provident fund. The management needs to frame strong HR policies, to retain the teaching faculty.
3. The HR policies needs to contain norms related to performance based bonus schemes, promotions and fringe benefits for motivation. They need to frame policies for performance assessment and evaluation of the teaching staff, for the rewards and recognition.
4. Contractual appointment need to be avoided for teaching fraternity, the appointment to be talent based.
5. The management need not just provide with homely work environment, but also follow professional work ethics with greater amount of benefits to retain the staff.
6. The management need not rely on the untrained and unqualified staff members, as they might leave the institute as soon as their find a better opportunity in any other industry.

7. Training and development through faculty development program enhances the skills and quality of teaching faculty. This in turn helps the learners in their learning outcome and enhances the image of the college, the college authorities should promote such initiatives.

8. The college governing council has to take certain steps to motivate staff members to enroll for refresher programs and also give adequate time to the untrained staff for profession growth. Allowing the teachers to participate in the workshops, seminars, symposiums and other activities, this would improve the value of institute.

9. To increase the academic performance of the students, the management has to focus in appointing and retaining quality oriented and experienced teaching staff.

10. To maintain and improve the college result, the management's initiative of introduction of quality circles for discussing the issue with the teachers and implement the suggestions provided by the teachers will be appreciated.

11. The management has to engage the students in more constructive, practical and collaborative work, so that the students don't lose their interest in their studies.

12. The management also needs to take precautions so that the students do not agitate against the college. Frequent meetings, talks with the students' council members about the problem of attrition would help in this matter.

13. Management can also think of conducting pre exit interviews to understand the plight of teachers and the reasons for attrition.

14. Management can show their concern and appoint a proxy lecturer to reduce the extra workload of the teachers. At times this proxy teacher can be utilized instead of the teacher who have left during the academic year.
15. The probation period needs to be kept shorter, which would provide the job security to the teacher by making them permanent. The teacher would also enjoy the benefits of the employment.
16. Management needs to also work on lesson planning, syllabus planning, notes and question papers generation through software so that it would be easier for the newly joined teacher to adapt to the working environment.
17. The management has to avoid taking first month's salary has security deposit. This practice would add to the plight of teachers.
18. The management needs to draw an outline of standard framework, which defines the qualitative human resource in the organization and also communicate the same to the teaching staff.
19. Management's action to stop losses caused due to attrition need not just be communicated to the teachers, but should be put into practice.
20. The management needs to think over implementing and following the future prospects and practices suggested by the research study to overcome the problem of attrition.

5.6.3 Teacher/faculty/educator

1. The teacher needs to understand the vision, mission, objectives and the HR policies framed by the institute before joining.
2. The teachers has to wholeheartedly participate in the training and development program to enhance their skill and potentials.

3. The teachers needs to negotiate about the salary, fringe benefits, provident fund and other factors during the interview round and before accepting the appointment letter.
4. The teachers can put forth their request to the management to follow performance based appraisal and fringe benefits.
5. The teachers who prefer not to travel far, should try to look for the job within the vicinity of their residence, instead of changing the jobs quite frequently.
6. The teachers need to think on lines for completing the required educational qualification to be full trained as per the government norms.
7. Team work leads to success, as a team the teachers need to put forth their problems and suggestions collectively to the management.
8. The teachers needs to seriously evaluate the academic performance loss of the students due to attrition.
9. The teachers' initiative of building a strong rapport with the students to understand their needs and the problems would be highly appreciated. The teachers should also motivate the learner to perform better, attend the college, build interest in the studies etc.
10. The teachers have to follow the moral ethics of employment. They need to understand that any wrong decision taken by them would directly affect the students and their studies.
11. Teachers need to be made aware about their duties towards the society. Teachers are the torch bearers of the society, they have the ability to mould

the young minds to shoulder bigger responsibilities towards the nation at large.

12. The teachers have to communicate and interact with the management to know the action taken by them to fight attrition. They should collectively place their demand, and provide suggestion to help resolve the problem of attrition.
13. The teachers need to know the standards set by the institute to be the qualitative human resource, an asset in the institute. Their hard work and determination would make them quality resource for the institute.
14. The teachers are not aware of the management's action to stop the loss, they have to request the management to share and communicate the action plan to dilute the loss.
15. The teachers need to keep awareness about the effect of attrition, which creates a drift among the staff members and lowers their morale and interest towards their work.
16. The educators have to collectively place their demands to the management, instead of facing harassment and exploitation. Quitting is not the solution, let's there be a table talk, to find answers should be the tactics.
17. The teachers need to put forth their demand to the management to follow the future prospects and practices suggest by the researcher for control of attrition and satisfaction of teachers.

5.6.4 Other Teaching Staff

1. The experienced senior teachers have to accept the new recruits with positive attitude and help them in understanding the environment of the college. They have to train and handle the new recruits in tactful manner.
2. The other teaching staff need to talk about the strength of the organisation and the benefits provided like the healthy and conducive working environment, high job satisfaction factors, internal promotion system are followed etc. this would help in retention.
3. The staff members need to have a quality discussion about the positive features of the organisation like the monthly and timely salary, faculty development programs, training and development, team spirit, transparency and so forth, this would promote an optimistic atmosphere in the organisation.
4. The influence of the peer group upon the retention cannot be under estimated. If the profession relationship and bonding between the colleagues remains strong, then the attrition rate would fall drastically in the organisation.
5. The other teaching staff have to support their colleague in crisis and if the situation arises then approach the management to resolve the issue.
6. The staff members need to support the management by giving their extra time and efforts in completing the pending work of the teacher who have left the institute.
7. The staff members need to take the initiative to speak to the agitated students and try to remove their fear and anxiety. They have to motivate the students to attend the college and be serious towards their studies. The

bonding between the students and the faculty members should not be disturbed.

8. All the teaching staff should be aware about their duties towards the society. Their serious efforts can being a drastic change in the society growth and progress. The moral ethical principles of the employment must be followed to avoid inconvenience.
9. The staff member must look towards the qualitative human resource who are an asset in the organisation and try to learn and imitate their qualities and in future be the asset to the institute.
10. The staff members need to approach the management and place their collective demand for the future prospects and practices which would help arrest the attrition issue.

5.7 Future Scope for the Study

The research scholar for the research study has taken colleges that are independently run by the private management and provide 10+2 education, but the attrition problem has spread at all corners and sections in the teaching industry. The scope for further studies is vast, attrition can be studies at the semi aided institutes, colleges offering the diploma programmes in engineering, college run by the NGO's and charitable firms. The study was restricted to the junior college run under the auspices of 'Maharashtra State Board of Secondary and Higher Secondary Education' 'Government of Maharashtra', but the possibility is open for the those junior college run by the different boards viz. CBSE, Cambridge International, IB, ICSE etc.

The study covered just single Hindi Medium unaided junior college, and rest all the institutions offer English as their medium of instruction, further study can be conducted in colleges other than English medium. The colleges under minority status can also be studies separately problems of attrition.

The study under research is restricted to limits of Mira Bhayandar, which also gives an ample prospect to study larger area covering the rural and urban sect. The issues related to attrition at dissimilar and diverse condition might deviate with some percent. The study can be conducted for metropolitan region of Mumbai which is closest and boarders with Mira Bhayandar.

The research during the literature review, have found that salary, monetary and fringe benefits, working conditions etc points, more or less remains the same reasons for attrition of the teaching staff worldwide. The further scope can also be in term of rules framed by the government and not followed by the independent junior colleges strictly. Thus the study has a large scope in future and needs to be touched by certain research scholar.

5.8 Current Research Study and its Implications in Other Service Industries

In competitive market scenario, every industry needs to take care of the working force/employees, due to ample of opportunities around. The service industry like the travel and tourism, hospitality, hotel and motel, insurance, banking, pharmacy etc. needs to build a cordial relationship with their employees for the growth and development. It's rightly said, human resource is the most active, dominant and ever aspiring among all the resources in the service industry. The organizations

profitability depends reaching the set goals and breaking the bench marks. The current research study on theme of 'attrition issue of teaching staff in the education industry', clearly shows that employees needs to respected and taken care off. The literature referred by research scholar has shown the attrition issue in other service industries too. Today due to diverse workforce, where in people around the world working together, men and women, young and old, different caste, creed, religion, culture etc. working together, the HR department have to work to retain the employees. Today's era is the generations of employees, where in you find a youngster, a middle aged, and old age employees working together at the project. Now the real challenge is the mind setup, values, nature, style and relationship of these generations' employees. To club all these people together create a synergy is the task of the HR managers.

The HR managers of the various industries should also analysis and calculate the losses to the company by attrition factor. Companies with high percentage of retention are preferred, due to their goodwill in the employment market.

The basic reasons for employee attrition in maximum industries remain somewhat the same. The top executives of the firm should have 360 degree vision. Being one-sided and loyal to the organization would not just work, the executives needs to turn the table and start thinking from employees' point of view.

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ANNEXURES

ANNEXURE-V

Questionnaire for the Teachers of the Junior Colleges.

(The given responses will be kept confidential and will be used only for the academic research purpose)

Personal Details: (for Teachers)

General Information: Kindly tick {√} appropriately in the blocks given

1. Name of the Respondent (Optional):
   _____
2. Mobile No. (Optional):
   _____
3. Email Id. (Optional):
   _____
4. Name of the Junior College:
   _____
5. Designation:
   Lecturer ☐ Supervisor ☐ Vice Principal ☐ Head of Dept. ☐ Principal ☐
6. Age: 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐
   46-50 ☐ 51-55 ☐ 56-60 ☐ above 60 ☐
7. Gender: Male ☐ Female ☐
8. Educational Qualification: Graduate ☐ Post graduate ☐
9. Professional Qualification: B.Ed. ☐ M.Ed. ☐ C.A ☐ MBA ☐
   C.S ☐ Others ☐
   Specify if any other professional qualification:
   _____
10. No. of years of experience at the Present Junior College:
    0-2years ☐ 3-5 years ☐ 6-8 years ☐ 9-11 years ☐ More than 12 years ☐
11. Total teaching experience:
    0-5 years ☐ 6-10years ☐ 11-15years ☐ 16-20years ☐ more than 20 years ☐
12. This is your
    first employment ☐ second employment ☐ third employment ☐ more than third ☐ employment
13. Working as: Full time lecturer ☐ Part time lecturer ☐ Visiting lecturer ☐
    Adhoc lecturer ☐ Leave vacancy lecturer ☐
14. Have you taken teaching profession:
    by chance ☐ out of passion ☐ pressure of the family ☐ as career ☐
15. Annual income:
    Less than 1 lakh ☐ 1,00,001 to 2,00,000 ☐ 2,00,001 to 3,00,000 ☐
    3,00,001 to 4,00,000 ☐ 4,00,001 to 5,00,000 ☐ 5,00,001 and above ☐
16. You are teaching at:
    Only Junior College ☐ Secondary and Junior College ☐ Junior and Degree ☐ College
17. The junior college you work has:
    Morning shift ☐ Afternoon shift ☐ Evening shift ☐
18. The junior college is for:
    Only boys' ☐ only girls' ☐ co-ed ☐

19. Following statements are related to the retention policies & their implementation. Please tick the most appropriate scale on five point agreement scale in the below given statements which corresponds most closely to your desired response.

(5.Strongly Agree =SA, 4.Agree = A, 3.Neutral = N, 2.Disagree = D, 1.Strongly Disagree = SD)

Sr. No.	Statement	SA (5)	A (4)	N (3)	D (2)	SD (1)
Retention Policies & Practices – Communication						
1.	The organization's mission, vision and objectives are clearly defined and communicated to all the staff.					
2.	The details of new policies, programs, procedures, GRs and other issues communicated regularly.					
3.	The information of the staff particularly related to good work practices, their achievement & knowledge management					
Training & Development						
4.	The institute has an efficient system of coaching and mentoring young academician					
5.	The superiors are trained to handle the subordinates in tactful					
6.	Due to training, challenging and tedious job is handled					
7.	Training develops the skill and potentials.					
Benefits						
8.	Salary is provided as per the scale					
9.	Fringe benefits are given to the employees					
10.	Job satisfaction factors are high					
11.	Internal promotion systems are followed					
12.	Healthy and conducive working environment is maintained					
13.	Provided fund is given to the employees					
Management Philosophy						
14.	Organization considers teaching job as prestigious with status symbol					
15.	Institution code of conduct helps in motivating and retaining the teaching staff.					
16.	HR policies are maintained and followed in institution					
17.	The management is concern with the retention of the staff.					

20. Following statements are related to reasons of attrition. Please tick the most appropriate scale on five point agreement scale in the below given statements which corresponds most closely to your desired response.

(5.Strongly Agree =SA, 4.Agree = A, 3.Neutral = N, 2.Disagree = D, 1.Strongly Disagree = SD)

Sr. No.	Statement	SA (5)	A (4)	N (3)	D (2)	SD (1)
	Job Factors					
01	Monthly and timely salary is provided					
02	There is provision for internal promotion.					
03	Performance based appraisal is given					
04	Staff is sent for Faculty development programme					
05	Fringe benefits are provided					
06	Team spirit and team work is promoted					
07	Transparency is followed in all aspects					
08	Institution provides training to the staff for their professional growth					
	Selection Process					
09	Recruitment planning and forecasting is done					
10	Only qualified and trained staff is recruited					
11	Resumes are screened as per the requirement					
12	Face to face interview rounds are taken before selection.					
13	Reference checks are conducted					
14	Employment test and Demo lessons are taken					
15	Final selection is done on the caliber of the candidate.					
16	Duties and responsibilities are briefed to the candidates.					
	Teachers Perception					
17	Job within the vicinity is preferred					
18	Salary is not given on time					
19	Peer group influence leads to retention					
20	Reluctant to change due to homely environment					
21	Lack of required educational qualifications affects better prospects.					
22	Selection and recruitment process at any organization are tedious and time consuming					
23	Teachers are Communicated for all the matters related					
24	Teachers are engaged in discussion and decision making					
25	Happiness index is high, as the teachers work is appreciated					
26	Teachers are frequently issued memos, warning					
27	Complaints and suggestion of the staff reaches to the management and are dealt on serious basis					

21. Following statements are related to the academic performance and psychological interest of the students. Please tick the most appropriate scale on five point affect scale in the below given statements which corresponds most closely to your desired response.

(1.No affect =NA , 2 Minor affect = MA, 3.Neutral = N, 4.Moderate affect=MoA, 5.Major affect=MaA)

Sr. No.	Statement	NA (1)	MA (2)	N (3)	MoA (4)	MaA (5)
	Academic Performance					
01	Attrition of the teaching staff affect the academic performance of the students					
02	Attrition create the gap among the students					
03	The subject-wise performance of the students' is affect due to attrition					
04	The overall result of the college is affected due to attrition					
05	Students find difficulty in adjusting with the new teaching					
06	Students do not accept and adopt to change					
07	The subject wise passing percentage falls due to attrition					
08	The evaluation process is hampered					
	Loss of interest					
09	The hopes of the students to excel in the subject is lost					
10	Student's interest in the respective subject is lost due to frequent change.					
11	Students start bunking the class, due to lack of interest and no repo building with the new faculty member					
12	Attrition creates fear among the students towards that					
13	Concept formation process is badly affected due to attrition of teaching staff.					
14	Bonding between the student and the faculty members is disturbed					
15	Students start agitating towards the college authorities					
16	The goodwill of the college is at stake which results in reduction of admissions					

22. Following statements are related to the significance precautions taken by management for controlling attrition. Please tick the most appropriate scale on five point agreement scale in the below given statements which corresponds most closely to your desired response. **(5.Strongly Agree =SA, 4.Agree = A, 3.Neutral = N, 2.Disagree = D, 1.Strongly Disagree = SD)**

Sr. No.	Statement	SA (5)	A (4)	N (3)	D (2)	SD (1)
	Managements stand					
01	The management is serious enough in enhancing the quality of the institution					
02	The teaching faculties does not follow the moral ethics of employment					
03	The teachers are not aware about their duties towards the society.					
04	The selection and recruitment process are followed					
05	The qualitative human loss due to attrition is not examined and evaluated by the teachers					
	Benefits offered					
06	Management offers fringe benefits to control attrition					
07	Salary at par with the education section is provided					
08	Teaching staff is provided medical allowances					
09	Provident fund is given to the teachers					
10	Conducive work and growth environment is provided to the faculties					
11	Proxy teachers are appointed to reduce the workload					
	Managements way to fight attrition					
12	Pre exit interviews are conducted to understand the reason of attrition					
13	High salaries are given					
14	Probation periods are short					
15	Framework of the work is designed					
16	Strong curriculum is designed to face attrition					
17	Teachers are asked to sign bonds					
18	Original testimonials are taken from the teachers					
19	Salary for the first month is kept as deposit					
20	Three months' notice period before resigning					

23. Following statements are related to the awareness about the qualitative human resource loss to an organization due to attrition. Please tick the most appropriate scale on five point affect scale in the below given statements which corresponds most closely to your desired response.

(1.not at all aware=NA, 2. slightly aware =SA, 3.somewhat aware=SWA, 4.moderately aware=MA, 5.extremely aware=EA)

Sr No	Statement	NA (1)	SA (2)	SWA (3)	MA (4)	EA (5)
	Qualitative Human Resource					
01	Fully trained teaching faculty as per the government norms					
02	Experienced teaching faculty					
03	Qualified teaching faculty.					
04	Working in the organization from last 5 years and above.					
05	Students like and respect the teacher					
06	Dedicated towards organization					
07	A superior teacher liked by the students and the staff.					
08	As a trainer to the new staff members.					
	Management action to stop the loss					
09	Proper statistical methods are used to find the qualitative human loss					
10	Management's professional and corporate approaches					
11	The positive working environment					
12	Standard parameters defined for the staff (retention)					
13	Provides opportunity for the professional growth.					
14	Human resource audit conducted for understanding the impact of attrition					
15	Staff members invited in the decision making process					
16	Innovative ideas and thoughts of the staff members are given importance					
	Teachers awareness					
17	Attrition created differences					
18	The workload increases					
19	The interest of other staff members is lost					
20	Staff is aware about the students loss					
21	Subject related work is pending					
22	Overall experience in the organization is reduced					
23	The staff members are left with low morale					
24	Attrition leads to the blame game theory					

24. Following statements are related to the future prospectus and practices. Please tick the most appropriate scale on five point scale of importance in the below given statements which corresponds most closely to your desired response

(1.Not at all important=NI, 2.Low important=LI, 3.Slightly important=SI, 4.Neutral=N, 5.Moderately important=MI, 6.Very important=VI, 7.Extremely important=EI)

Sr. No.	**Statement**	**NI (1)**	**LI (2)**	**SI (3)**	**N (4)**	**MI (5)**	**VI (6)**	**EI (7)**
	Future Practices in the Organization							
1.	Current salary slab needs revision.							
2.	Working condition should be improved							
3.	Proper HR policies needs to be framed to check attrition							
4.	Internal promotion should be followed as per HR policies							
5.	The management should focus more on professional growth of the staff							
6.	Yoga and meditation should be introduced for teachers							
7.	Teaching staff should be given proper recognition and respect							
8.	The newly joined teaching staff should be given proper training							
9.	The length of probation period should be reduced							
10.	The concept of exit interview to be introduced.							
11.	Provident fund should be given from the date of appointment to the staff.							
12.	Teaching staff should be encouraged for novelty of ideas and thoughts.							
13.	Appointment of the proxy teacher for sharing of excess workload							
14	Teachers should be given fringe benefits.							
15	Library should be rich with abundant resources for teachers' progress.							
16	Faculty development programme should be organized							

ANNEXURE-VI

Questionnaire for the Management Representative of the Junior College.

(The given responses will be kept confidential and will be used only for the academic research purpose)

Personal Details: (for Management)

General Information: Kindly tick {√} appropriately in the blocks given

20. Name of the Respondent (Optional):
    _____
21. Mobile No. (Optional):
    _____
22. Email Id. (Optional):
    _____
23. Name of the Junior College:
    _____
24. Name of the Trust:
    _____
25. Designation:
    Chairman ☐ Secretary ☐ Director ☐ Treasurer ☐ Managing Committee Member ☐

    Others, then specify _____
26. Age: 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐
    46-50 ☐ 51-55 ☐ 56-60 ☐ above 60 ☐
27. Gender: Male ☐ Female ☐
28. No. of years in managing committee: less than 1 year ☐ 1-2years ☐
    3-5 years ☐ 6-8 years ☐ 9-11 years ☐ More than 12 years ☐

10. Following statements are related to the retention policies & their implementation. Please tick the most appropriate scale on five point agreement scale in the below given statements which corresponds most closely to your desired response.

(5.Strongly Agree =SA, 4.Agree = A, 3.Neutral = N, 2.Disagree = D, 1.Strongly Disagree = SD)

Sr.No	Statement	SA (5)	A (4)	N (3)	D (2)	SD(1)
Retention Policies & Practices – Communication						
18.	The organization's mission, vision and objectives are clearly defined and communicated to all the staff.					
19.	The details of new policies, programs, procedures, GRs and other issues communicated regularly.					
20.	The information of the staff particularly related to good work practices, their achievement & knowledge management					
Training & Development						
21.	The institute has an efficient system of coaching and mentoring young academician					
22.	The superiors are trained to handle the subordinates in tactful manner.					
23.	Due to training Challenging and tedious job is handled smoothly					
24.	Training develops the skill and potentials.					
Benefits						
25.	Salary is provided as per the scale					
26.	Fringe benefits are given to the employees					
27.	Job satisfaction factors are high					
28.	Internal promotion systems are followed					
29.	Healthy and conducive working environment is maintained					
30.	Provident fund is given to the employees					
Management Philosophy						
31.	Organization considers teaching job as prestigious with status symbol					
32.	Institution code of conduct helps in motivating and retaining the teaching staff.					
33.	HR policies are maintained and followed in institution					
34.	The management is concern with the retention of the staff.					

11. Following statements are related to reasons of attrition. Please tick the most appropriate scale on five point agreement scale in the below given statements which corresponds most closely to your desired response.

(5.Strongly Agree =SA, 4.Agree = A, 3.Neutral = N, 2.Disagree = D, 1.Strongly Disagree = SD)

Sr. No.	Statement	SA (5)	A (4)	N (3)	D (2)	SD (1)
	Job Factors					
01	Monthly and timely salary is provided					
02	There is provision for internal promotion.					
03	Performance based appraisal is given					
04	Staff is sent for Faculty development programme					
05	Fringe benefits are provided					
06	Team spirit and team work is promoted					
07	Transparency is followed in all aspects					
08	Institution provides training to the staff for their professional growth					
	Selection Process					
09	Recruitment planning and forecasting is done					
10	Only qualified and trained staff is recruited					
11	Resumes are screened as per the requirement					
12	Face to face interview rounds are taken before selection.					
13	Reference checks are conducted					
14	Employment test and Demo lessons are taken					
15	Final selection is done on the caliber of the candidate.					
16	Duties and responsibilities are briefed to the candidates.					
	Teachers Perception					
17	Job within the vicinity is preferred					
18	Salary is not given on time					
19	Peer group influence leads to retention					
20	Reluctant to change due to homely environment					
21	Lack of required educational qualifications affects better prospects.				N A	
22	Selection and recruitment process at any organization are tedious and time consuming					
23	Teachers are Communicated for all the matters related		NA			
24	Teachers are engaged in discussion and decision making					
25	Happiness index is high, as the teachers work is appreciated					
26	Teachers are frequently issued memos, warning letters, loss of job threats etc.					
27	Complaints and suggestion of the staff reaches to the management and are dealt on serious basis					

12. Following statements are related to the academic performance and psychological interest of the students. Please tick the most appropriate scale on five point affect scale in the below given statements which corresponds most closely to your desired response.

(1.No affect =NA , 2 Minor affect = MA, 3.Neutral = N, 4.Moderate affect=MoA, 5.Major affect=MaA)

Sr. No.	Statement	NA (1)	MA (2)	N (3)	MoA (4)	MaA (5)
	Academic Performance					
01	Attrition of the teaching staff affect the academic performance of the students					
02	Attrition create the gap among the students					
03	The subject-wise performance of the students' is affect due to attrition					
04	The overall result of the college is affected due to attrition					
05	Students find difficulty in adjusting with the new teaching faculty					
06	Students do not accept and adopt to change					
07	The subject wise passing percentage falls due to attrition					
08	The evaluation process is hampered					
	Loss of interest					
09	The hopes of the students to excel in the subject is lost					
10	Student's interest in the respective subject is lost due to frequent change.					
11	Students start bunking the class, due to lack of interest and no repo building with the new faculty member					
12	Attrition creates fear among the students towards that particular subject					
13	Concept formation process is badly affected due to attrition of teaching staff.					
14	Bonding between the student and the faculty members is disturbed					
15	Students start agitating towards the college authorities					
16	The goodwill of the college is at stake which results in reduction of admissions					

13. Following statements are related to the significance precautions taken by management for controlling attrition. Please tick the most appropriate scale on five point agreement scale in the below given statements which corresponds most closely to your desired response.

(5.Strongly Agree =SA, 4.Agree = A, 3.Neutral = N, 2.Disagree = D, 1.Strongly Disagree = SD)

Sr. No.	Statement	SA (5)	A (4)	N (3)	D (2)	SD (1)
	Managements stand					
01	The management is serious enough in enhancing the quality of the institution					
02	The teaching faculties does not follow the moral ethics of employment					
03	The teachers are not aware about their duties towards the society.					
04	The selection and recruitment process are followed					
05	The qualitative human loss due to attrition is not examined and evaluated by the teachers					
	Benefits offered					
06	Management offers fringe benefits to control attrition					
07	Salary at par with the education section is provided					
08	Teaching staff is provided medical allowances					
09	Conducive work and growth environment is provided to the faculties					
10	Proxy teachers are appointed to reduce the workload					
	Managements way to fight attrition					
11	Pre exit interviews are conducted to understand the reason of attrition					
12	High salaries are given					
13	Probation periods are short					
14	Framework of the work is designed					
15	Strong curriculum is designed to face attrition					
16	Teachers are asked to sign bonds					
17	Original testimonials are taken from the teachers					
18	Salary for the first month is kept as deposit					
19	Three months' notice period required before resigning					

14. Following statements are related to the awareness about the qualitative human resource loss an organization due to attrition. Please tick the most appropriate scale on five point affect scale in the below given statements which corresponds most closely to your desired response.

(1.not at all aware=NA, 2. slightly aware =SA, 3.somewhat aware=SWA, 4.moderately aware=MA, 5.extremely aware=EA)

Sr No	Statement	NA (1)	SA (2)	SWA (3)	MA (4)	EA (5)
	Qualitative Human Resource					
01	Fully trained teaching faculty as per the government norms					
02	Experienced teaching faculty					
03	Working in the organization from last 5 years and above.					
04	Dedicated towards organization					
05	A superior teacher liked by the students and the staff.					
06	As a trainer to the new staff members.					
	Management action to stop the loss					
07	Proper statistical methods are used to find the qualitative human loss					
8	Management's professional and corporate approaches					
9	The positive working environment					
10	Standard parameters defined for the staff (retention)					
11	Provides opportunity for the professional growth.					
12	Human resource audit conducted for understanding the impact of attrition					
13	Staff members invited in the decision making process					
14	Innovative ideas and thoughts of the staff members are given importance					
	Teachers awareness					
15	Attrition created differences					
16	The workload increases					
17	The interest of other staff members is lost		NA			
18	Staff is aware about the students loss					
19	Subject related work is pending					
20	Overall experience in the organization is reduced				NA	
21	The staff members are left with low morale					
22	Attrition leads to the blame game theory					

15. Following statements are related to the future prospectus and practices. Please tick the most appropriate scale on five point scale of importance in the below given statements which corresponds most closely to your desired response

(1.Not at all important=NI, 2.Low important=LI, 3.Slightly important=SI, 4.Neutral=N, 5.Moderately important=MI, 6.Very important=VI, 7.Extremely important=EI)

Sr. No.	**Statement**	**NI (1)**	**LI (2)**	**SI (3)**	**N (4)**	**MI (5)**	**VI (6)**	**EI (7)**
	Future Practices in the Organization							
1.	Current salary slab needs revision.							
2.	Working condition should be improved							
3.	Proper HR policies needs to be framed to check attrition							
4.	Internal promotion should be followed as per HR policies							
5.	The management should focus more on professional growth of the staff							
6.	Yoga and meditation should be introduced for teachers							
7.	Teaching staff should be given proper recognition and respect							
8.	The newly joined teaching staff should be given proper training							
9.	The length of probation period should be reduced							
10.	The concept of exit interview to be introduced.							
11.	Provident fund should be given from the date of appointment to the staff.							
12.	Teaching staff should be encouraged for novelty of ideas and thoughts.							
13.	Appointment of the proxy teacher for sharing of excess workload							
14	Teachers should be given fringe benefits.							
15	Library should be rich with abundant resources for teachers' progress.							
16	Faculty development programme should be organized							

ANNEXURE-VII

Opinion from Statistician

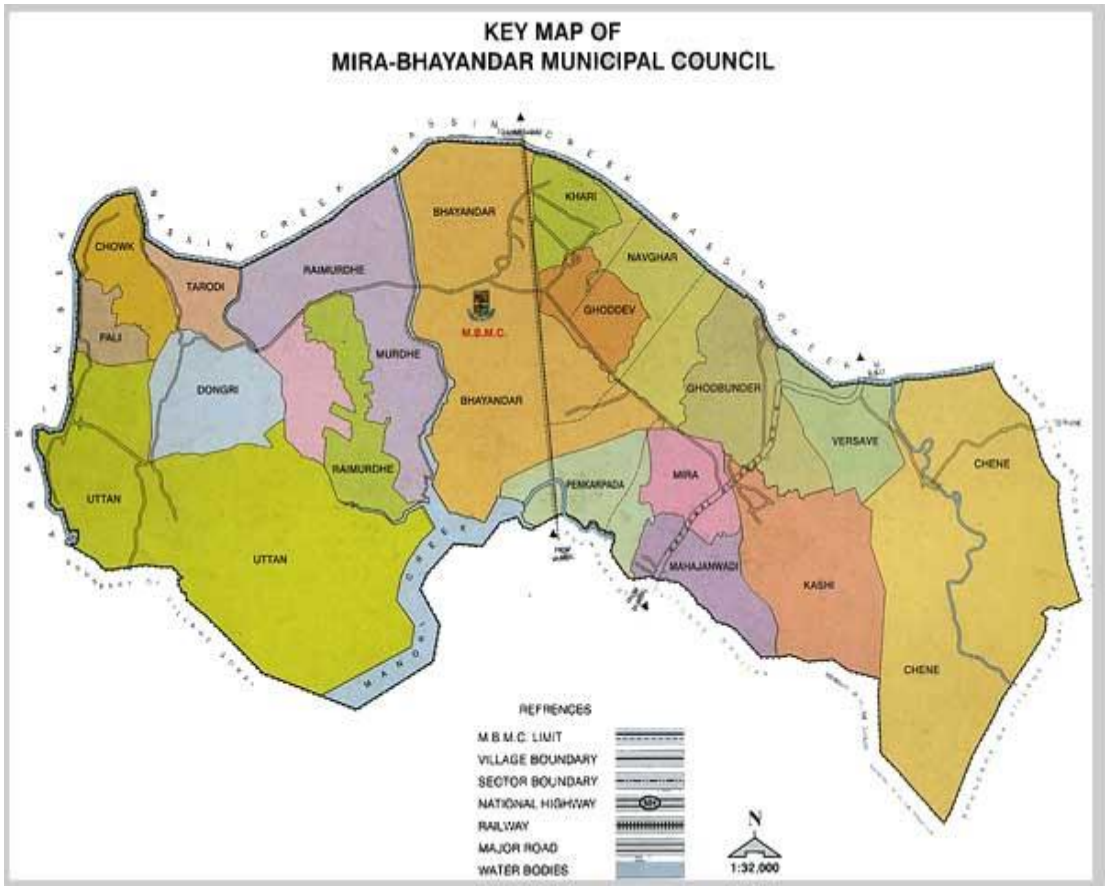
After going through the details of chapters it is found that researcher used the statistical tools like measures of central tendencies, measures of dispersion and graphs/diagrams for descriptive analysis. For hypothesis testing researcher used **Kolmogorov–Smirnov test (K–S test) for testing normality of data, non-parametric test Wilcoxon signed-rank test and parametric test one sample t-test**. To the best of my knowledge, statistical tools applied by the researcher, Mr. Sanjay Ganesh Mishra in his Ph.D. thesis titled **–'An analytical study of high attrition rate of teaching staff in unaided junior colleges of Mira-Bhayandar area'** are appropriate.

Dr. Madhukar Dalvi

MSc., M. Phil., Ph. D.

Consultant Statistician

ANNEXURE-VIII



Map 1: Mira-Bhayandar Municipal Council

Source: http://www.mirabhayander.com/map.html

ANNEXURE-IX



Map 2: The Map of Mumbai Metropolitan Region (MMR), where the F.Y.J.C. online admission procedure started. Mira-Bhayandar is the part of MMR area

Source: https://www.quora.com

ANNEXURE-X



Map 3: The Indian Map showing Mira-Bhayandar Municipal Corporation

Source: http://www.indmaps.com/city-map/

ANNEXURE-XI

Late Shri. Vishnu Waman Thakur Charitable Trust's

VIVA Institute of Management & Research

(Approved by AICTE, DTE, Affiliated to University of Mumbai.)

Shirgaon, Virar (E), Dist. Palghar - 401 305.

Tel. : (0250) 6965628 / 6965620 • Fax : (0250) 2515275

Website : www.vivaimr.org / E-mail : contact@vivaimr.org / director@vivaimr.org

Ref. 489 / VIVA IMR /

Date : 04/05/2018

To,

Mr. Sanjay Ganesh Mishra

Ph.D Research Scholar,

Tilak Maharashtra Vidyapeeth, Pune

Ref: Your Ph.D work submitted for review.

Subject: Review comments and words of appreciation for your Ph.D work.

Dear,

With reference to your Ph.D work submitted for the review, after going through the objective, hypothesis, problem of the study of the title an analytical study of high attrition rate of teaching staff in unaided junior colleges of Mira Bhayandar area, I am of the opinion that the suggestions and findings of your work is very appreciable and would be considered by the stake holders in the field of education. The management of the unaided junior colleges should consider the suggestion given by you to tackle the problem of attrition.

I thank you for your contribution towards the grave problem of attrition.

Extending my best wishes for ever success in future.

Director

VIVA Institute of Management & Research VIVA VIRAR

ANANDIBAI DAMODAR KALE
SHAIKSHANIK SANSTHA'S

ANANDIBAI DAMODAR KALE
DEGREE COLLEGE OF ARTS & COMMERCE

Saibaba Nagar, Borivali (West), Mumbai - 400 092.
Tel. : 2807 7126 Telefax : 2807 7327
Email : adkdcollege@yahoo.com / www.adkcollege.com

Ref. No. : ADK/OW/182/17-18 Date : 02/05/2018

To,
Mr. Sanjay Ganesh Mishra
Ph.D Research Scholar,
Tilak Maharashtra Vidyapeeth, Pune

Subject: Review of the Ph.D work

Sir,

With the words of appreciation, I would like to inform you that after deep analysis of the Objective, Hypothesis, Problems, Findings and Suggestions of the Ph.D study, (Title: An analytical study of high attrition rate of teaching staff in unaided junior colleges of Mira Bhayandar area) I am of the opinion that your study would bring a drastic change in the philosophy of the management towards tackling the issue of attrition.

I am very much thankful to you for sharing you Ph.D work and taking my review on your study. Your findings and suggestion are appreciable and would truly help in retaining the teaching staff.

We wish ever success to you.

Principal

Anandibai Damodar Kale Degree College of Commerce
Commerce
Borivali (W), Mumbai-92.

MAA BHARATI HINDI HIGH SCHOOL
& JR. COLLEGE OF ARTS AND COMMERCE

(GOVT. RECOGNISED)
Ramesh Kunj, B. P. Road, Kharigaon, Bhayandar (East), Dist. Thane - 401 105.
Conducted by : MAA BHARTI EDUCATION SOCIETY (REGD.)
College Index - 16.16.009

Ref. No. MIB(H)SJG-2017/18/103

Date : 4/5/2018

To,

Mr. Sanjaya Ganesh Mishra

Ph.D Research Scholar,

Tilak Maharashtra Vidyapeeth, Pune

Subject : Appreciation for a commendable Ph.D work.

Sir,

With due respect for your hard work and determination, I extend my best wishes and lot of appreciation for your Ph.D work. Ihave reviewed your work, the Title : An analytical study of highattrition rate of teaching staff in unaided junior colleges of MiraBhayandar area, the objective and hypothesis, problem of thestudy, findings and suggestion would be very much useful insolving the issue of attrition.

The suggestion provided would help the education leaders and the management to understand the issue and frame the policies that would help in retention of the teaching staff.

I thank you for considering me and taking my review, wish you ever best for your future.

Thank you.

Principal

Head Master
MAA BHARATI HINDI HIGH SCHOOL
B. P. Rd., Kharigaon, Bhayander (E),
Thane - 401 105.

MOTHER MARY'S JUNIOR COLLEGE OF COMMERCE & SCIENCE

UDISE No. : 27210700277 (GOVT. RECOGNIZED) Index No. : J 16.16.006

Govt. of Maharashtra HSC / 1798 / (2111/98) U.M.Shi.-1 Dtd. 1-5-1998

117

Conducted by : Shree Rahul Education Society (Regd.)

Ref: MMJC/2017-18/262 Date: 02/5/2018

To,

Mr. Sanjay Ganesh Mishra

Ph.D Research Scholar,

Tilak Maharashtra Vidyapeeth, Pune

Subject: Comments on Ph.D findings and suggestions – Regarding

Sir,

I extend my heartfelt thanks to you for sharing your Objective, Hypothesis, Problems, Findings and Suggestions of the Ph.D study (Title: An analytical study of high attrition rate of teaching staff in unaided junior colleges of Mira Bhayandar area) for my review.

I am delighted to inform you that your study findings and suggestions are quite appreciable and it will be implemented in due course of time.

We wish you all the best for your future endeavors.

Principal

Principal
Mother Mary's Jr. College of
Commerce & Science
Bhayander (E).

Mother Mary's Jr. College of Commerce & Science ★ Navghar Rd, Bhayandar (E)

Navghar Road, Bhayandar (E), Dist. Thane - 401 105. Tel. : 2817 0556 / 2815 1122 / 33 Fax : 2817 2573
E-mail : mm_jcol@rahuleducation.com • Website : www.rahuleducation.org

SHREE SHUBHAM EDUCATION SOCIETY

Regn. No. MAH 269-2002/Thane Date : 22/2/2002

U/S 80G(5) 03/07/2009

Head Office : F/002, Om Sai Enclave, Poonam Sagar Complex, Mira Road (E).

Ref. No. 32/17-18 Date : 08/05/2018

To,

Mr. Sanjay Ganesh Mishra

Ph.D Research Scholar,

Tilak Maharashtra Vidyapeeth, Pune

Ref: Your Ph.D work submitted for review.

Subject: Review comments and words of appreciation for your Ph.D work.

Sir,

With reference to your Ph.D work submitted for the review, after going through the objective, hypothesis, problem of the study of the title an analytical study of high attrition rate of teaching staff in unaided junior colleges of Mira Bhayandar area, I am of the opinion that the suggestions and findings of your work is very appreciable and would be considered by the stake holders in the field of education. The management of the unaided junior colleges should consider the suggestion given by you to tackle the problem of attrition. I thank you for your contribution towards the grave problem of attrition.

We extend our best wishes to you forever success in future.

Chairman

FOR SHRI SHUBHAM EDUCATION SOCIETY

CHAIRMAN / SECRETARY / TREASURER

Shree Shubham Education Society Registered Mira Road (E)

GRACIOUS ENGLISH HIGH SCHOOL & JR. COLLEGE OF SCIENCE & COMMERCE

Government Recognised Index No. 16.16.028

PERMANENTLY UNAIDED

Conducted by :

SHREE SHUBHAM EDUCATION SOCIETY (REGD.)

OM SAI ENCLAVE, POONAM SAGAR COMPLEX, MIRA ROAD (E), DIST. THANE - 401 107.

Ref. No. G/Jr/84/17-18 Date : 08/05/2018

~~Ref:~~ ~~Date:~~

To,

Mr. Sanjay Ganesh Mishra

Ph.D Research Scholar,

Tilak Maharashtra Vidyapeeth, Pune

Subject: Review of the Ph.D work

Sir,

With the words of appreciation, I would like to inform you that after deep analysis of the Objective, Hypothesis, Problems, Findings and Suggestions of the Ph.D study, (Title: An analytical study of high attrition rate of teaching staff in unaided junior colleges of Mira Bhayandar area) I am of the opinion that your study would bring a drastic change in the philosophy of the management towards tackling the issue of attrition.

I am very much thankful to you for sharing you Ph.D work and taking my review on your study. Your findings and suggestion are appreciable and would truly help in retaining the teaching staff.

We wish ever success to you.

Principal

PRINCIPAL
GRACIOUS JUNIOR COLLEGE
OF SCIENCE & COMMERCE
Mira Road (East).

SHREE RAHUL EDUCATION SOCIETY

(Regn. No. MAH/129-92/Thane dt. 25-6-1992)

Ref. No. : DW/RES/927/2018 Date : 14/5/2018

To,

Mr. Sanjay Ganesh Mishra

Ph.D Research Scholar,

Tilak Maharashtra Vidyapeeth, Pune

Subject : Letter of Appreciation for Ph.D work

Sir,

I extend my heartfelt thanks to you for sharing your Objective, Hypothesis, Problems, Findings and Suggestions of the Ph.D study (Title: An analytical study of high attrition rate of teaching staff in unaided junior colleges of Mira Bhayandar area) for my review.

I am delighted to inform you that your study findings and suggestions are quite appreciable and it will be implemented in due course of time.

We wish you all the best for your future endeavors.

Thanking you

For SHREE RAHUL EDUCATION SOCIETY

Chairman Hon. Secretary Treasurer

H. O. : Mother Mary's Jr. College, Navghar Road, Bhayandar (E), Thane - 401 105
Tel. : 2815 1122 / 33 / 2817 0556 • Fax : 2817 2573 • E-mail : info@rahuleducation.com • Website : www.rahuleducation.org

ANNEXURE XII

To,

Mr. Sanjay Ganesh Mishra,

Research Scholar

Tilak Maharashtra Vidyapeeth

Pune, Maharashtra.

Subject: Report on Content Validity of the Questionnaire for Primary Data Collection.

Sir,

As approached by the research scholar, Sanjay Mishra, for the report of validity of the questionnaire, I have found that the questionnaire for both the respondents i.e the teacher respondent and the management respondent have more than 100 statements, all the statements framed have a deep link with the objective of the research study. The content validity essentially checks the operationalization against the relevant content domain for the construct and it was found in the questionnaire prepared.

The questionnaire is divided into six parts comprising of various parameters/dimensions related to objectives. All the dimensions have statements which are focused to measure the objective. There is an adequate coverage of the subject being studied in the research. The perfect question gives a complete measure of all aspects of what is being investigated.

I am pleased and satisfied with the work done by the research scholar for the research study. I present to you a positive report for the validity of the questionnaire.

I extend my best wishes to you for your research.

Dr. Madhukar Dalvi

Statistician - Nagindas Khandwala College, Mumbai.

Late Shri. Vishnu Waman Thakur Charitable Trust's
VIVA Institute of Management & Research
(Approved by AICTE, DTE, Affiliated to University of Mumbai.)
Shirgaon, Virar (E), Dist. Palghar - 401 305.
Tel. : (0250) 6965628 / 6965620 • Fax : (0250) 2515275
Website : www.vivaimr.org / E-mail : contact@vivaimr.org / director@vivaimr.org

Ref. _____ / VIVA IMR /

Date : 22/10/2018.

To,
Mr. Sanjay Ganesh Mishra,
Research Scholar
Tilak Maharashtra Vidyapeeth, Pune

Subject: About the Validity report of the Questionnaire

Dear Sanjay Sir,

The questionnaire presented to me for the validity report under the research title **"An analytical study of high attrition rate of the teaching staff in unaided junior colleges of Mira-Bhaynadar Area"** have been studied carefully. Two separate questionnaires for teaching staff and management representative are prepared with ample of statements. The questionnaire being structure in nature is answered on the agreement scale and scale of importance. The statements framed are simple and easy to understand. All the statements framed have a deep link with the objective of the research study. The content validity essentially checks the operationalization against the relevant content domain for the construct and it was found in the questionnaire prepared.

The questionnaire is divided into six parts comprising of various parameters/dimensions related to objectives. All the dimensions have statements which are focused to measure the objective. There is an adequate coverage of the subject being studied in the research. The perfect question gives a complete measure of all aspects of what is being investigated.

I am pleased and satisfied with the work done by the research scholar for the research study. After consideration of all the minute details, I express that the questionnaire is valid and would help the research in collecting the primary data that would help the research work.

My sincerely best wishes to the research scholar Mr sanjay Mishra on his further voyage of research.

Dr. Hiresh Luhar
Director

VIVA Institute of Management & Research
VIVA
VIRAR