



Managing Employee Attrition – an Empirical Study in Education Sector

KEYWORDS

Attrition, job satisfaction, Performance appraisal, Training and Kutch, India

Prof Manju Raisinghani

Faculty HR at Tolani Institute of Management Studies, Adipur Kutch
Research Scholar at R.K.Universit , Rajkot,

ABSTRACT *Managing Employee Attrition – A Case Study in Education Sector*

Attrition can be said as reduction in the number of employees through retirement, resignation or death. In the current scenario of high economic growth and rapid globalization, the fight for talent is becoming increasingly intense. Company invest high amount of money for their recruitment, selection & training and what happens to the company if these talents or employees leave the organization in short while seeking new opportunities. This paper examines the factors associated with employee attrition and the effect of these factors on people working in Private Schools in the kutch region. A questionnaire is used to elicit data from 150 employees working as teachers in various schools. Factors associated with attrition were identified and were statistically tested by using SPSS software. The present research has enriched the literature on the integration of a few distinct variables and constructs like Performance appraisal system, accountability, job enrichment, and mentoring and job evaluation. The findings of the present study reveal that there was dissatisfaction among teachers with regard to career advancement plans, choice of subjects taught, conditions of service, lack of training and development and age related factors.

Introduction:

In the best of worlds, employees would love their jobs, like their coworkers, work hard for their employers, get paid well for their work, have ample chances for advancement, and flexible schedules so they could attend to personal or family needs when necessary and never leave.

But then there's the real world. And in the real world, employees, do leave, either because they want more money, hate the working conditions, hate their coworkers, want a change, or because their spouse gets a dream job in another state. So, what does that entire turnover cost? And what employees are likely to have the highest turnover? Who is likely to stay the longest?

Defining Attrition: "A reduction in the number of employees through retirement, resignation or death".

Employee retention is critical to the long term health and success of any organization; however it is becoming increasingly difficult for companies across the globe to attract, motivate and retain key talent. Attrition rates are still on the rise and as the war for talent becomes more intense each year it is becoming increasingly important for companies to ensure they have the right people in place to guide future business success.

Overall attrition rates are continuing to rise in Asia. The aggregate rate across all markets reached 18 percent in 2007, marking a two percent increase on 2006. Meanwhile budgeted attrition, which remained lower than actual attrition, rose slightly from 10 to 11 percent year on year.

At professional /supervisor/technical /supervisor level the overall employee turnover was at highest level which is 45% by the end of 2010. Unsurprisingly attrition was lowest among senior/top management at just 0.5 percent. The Banking and Finance sector saw the greatest employee turnover at 25 percent since last 2 years, while the lowest turnover was recorded in the manufacturing industry at 11

percent as of 2013. The annual attrition rate is 20-30 percent across industries in India. It is high as 44 percent in BFSI vertical and 35 percent in BPO

The cost of attrition is not just the loss of that employee but it includes an array of hidden costs such as recruitment costs, selection costs, training costs, and cost of covering during the period of opportunity costs.

Literature review:

Bonnie S. Billingsley (April 2003) tried to study on Special education teacher attrition, retention and turnover the reasons behind their satisfaction and dissatisfaction towards working in the school. Five major themes were addressed: (1) teacher characteristics, (2) personal factors, (3) teacher qualifications, (4) work environments, and (5) teachers' affective reactions to work. The method was Electronic databases (i.e., ERIC, Psychological Abstracts) were searched using terms such as special education teacher attrition, retention and turnover. From the following factors the researchers concluded that Work Environment factors associated with retention include: (1) higher salaries; (2) positive school climate; (3) adequate support systems, particularly principal and central office support; (4) opportunities for Professional development. The employees leave because of personal circumstances and the ability to handle the higher responsibility due to high qualification.

The research of Erlinge E. Boe, Lynne H. Cook, Robert J. Sunderland (July 2006) identified the reasons of attrition among group of teachers from America. The research examined whether the attrition of beginning public school teachers from teaching employment is related to the amount of teacher preparation completed in pedagogy and practice teaching. Basically three components of teacher turnover were observed they were: teacher leaving employment, transfer and joining the other schools so that they can investigate claims of excessive teacher turnover as the predominant source of teacher shortages. The parameters of the study were: dissatisfaction in job due to

which teachers left the job. Low salary which forced them to get transferred, Less loads from the other schools which compelled them to join another school.

Dr. David Houchinstried (March 2007) to identify some typical factors that may contribute to teacher attrition in special education were Unalterable reasons. Many of these factors were taken from various other researches also. Factors used for the study were Personal reasons, age, movement (retirement, move to another school, etc., life events, and Alterable reasons: (Teacher qualifications (Carlson & Billingsley, 2001), Higher scores & less certification, Work environment (Gersten, Keating, Yovanoff, &Harniss, 2001), Salary, school climate, overall dissatisfaction, work design, Stress (Cooley &Yovanoff, 1996; Billingsley, 2002, 2004), Paperwork, Lack of support... particularly for new teachers, School leadership, Resources and National legislation.

Lisa D. Hobson (June 2010) tried to study on First Year Teachers' Perceptions of Retention and Attrition Factors. The purpose of this research was to explore a sample of first year teachers' perceptions of reasons for leaving the profession. The south-eastern state in which the study was done has designated critical teacher shortage areas for certain subject areas as well as in geographic regions throughout the state. 114 novice teachers participated in the study providing perceptions as to reasons why novice teachers would leave the field. Common reasons teachers would leave the field included lack of administrative support, completion of excessive paperwork, and lack of parental support.

D. Jean Clandinin , Lee Schaefer , Julie S. Long , Pam Steeves , Sue McKenzie-Robblee, Eliza Pinnegar and Sheri Wnuk (2012) tried to give review on Early Career Teacher Attrition: Problems, Possibilities, Potentials analysed the reasons behind attrition and retention even after induction and training and the impact of such factors on employees. In this paper, the researchers considered scholarly work on early career teacher attrition and retention from 1999 to 2010. Much of the literature has framed attrition as either a problem associated with individual factors (e.g., burnout) or a problem associated with contextual factors (e.g., support and salary). Researchers report that the best and the brightest among the newcomers appear to be those most likely to leave (Smith & Ingersoll, 2004), an important finding when "there is a growing consensus among researchers and educators that the single most important factor in determining a student's performance is the quality of his or her teachers" . The methodologies used were in form of Questionnaires, surveys were conducted and observations were done.

John Buchanan, Anne Prescott, Sandra Schuck, Peter Aubbesson, Paul Burke, and Jordan Louviere (2013) tried to study on teachers starting early in their career. The aim of this study was to understand more fully the ways in which beginning teachers negotiate the transition from university to school environment as well as map the terrain from novice to accomplished teacher. Studies on this transition to the first years of teaching have indicated a move by teachers from "an initial buoyant state of energy and enthusiasm to a reality zone of day-to-day school life that is ... confronting" (Manuel, 2003).Goddard and Foster (2001) and Schuck, et al. (2012) have reported similar teacher transitions in Canada and Australia respectively. The literature draws attention to the differing needs of younger and of more mature ECTs.

Objectives:

According to a McKinsey November 2007 reviewed that numerous studies show that teachers perform best after being in the classroom for at least five years. 14 per cent of teachers leave after only one year, and 46 per cent quit before their fifth year. Many studies have examined the demographic and situational characteristics of individual teachers. The information may be most helpful in directing special efforts to design attractive environmental conditions for those groups. It is unrealistic to assume that teacher selection processes will avoid those most likely to leave, and in fact, there may be other reasons to recruit from these populations that will prevail from a policy perspective (e.g. diversity, quality, etc.).

The following objectives are taken for the study based on literature review.

1. To identify and understand various factors associated with employee attrition.
2. To study the effect of those factors on teachers working in private schools in the kutch region.

Methodology:

For the purpose of the achieving the research objectives the convenient sampling has been used in this study. The main focus of this research is to measure the effect of factors associated to employee attrition on teachers working in private schools. Researchers have distributed 170 questionnaires among the three sectors. Of the 170 questionnaires distributed 140 were returned. All of them were usable for servicing the research objectives. (The response rate was 82%)

4.2Hypothesis:

Hypothesis 1 Ho& H1: There is no significant difference or there is significant difference in reasons of attrition with respect to Marital Status/ Age/ Gender/ No of Years of service

Hypothesis 2Ho&H1: There is no significant difference or there is significant difference in reasons of attrition with respect unexpected to job responsibilities which lead to job dissatisfaction

Hypothesis3 Ho&H1: There is no significant difference or there is significant difference in reasons of attrition with respect to teaching levels/standard.

Findings and discussion

Independent Sample t-test

The very first hypothesis tested was that whether there is any difference in the marital status/are/ender and no of years of service an teacher had in the organization. It was seen from the results of independent sample t-test that there is no significant difference with the pay dissatisfaction, training and development of teachers, conditions of service , work environment, and nature of job and job satisfaction so we reject the null hypotheses since the mean values of all these variables are greater than 0.05. As against this it is also seen that teachers are having some sought of dissatisfaction towards management, challenge in the jobs, difficulty in travelling to and from the work and career advancement and promotion policy of the school. The only variable which affected the female teachers was dissatisfaction with conditions of service.

The second hypothesis waswith respect unexpected to job responsibilities which lead to job dissatisfaction.Independ-

ent sample t-test was done on the unexpected job responsibilities which lead to job dissatisfaction with reasons of attrition identified. And the results show that only one factor such as difficulty travelling to and from the work was one such variable which affected the job responsibilities part of the teachers.

The third test was to confirm the reasons of attrition with regard to the problem of attrition in their respective schools. Basically the objective behind this hypothesis was to identify whether it is their own school which is facing the problem of attrition or whether there are various other schools also which have the same variables getting affected. The results revealed that problems such as career advancement, insufficient challenges, dissatisfaction with pay and dissatisfaction with conditions of service are one amongst the common variables, whereas there was difference in training, development, management style and working environment.

ANNOVA:

One way ANNOVA was used and many questions in the questionnaire comprised of two or more independent variables. Here the researchers have taken hypothesis to compare the reasons of attrition with respect to teaching levels of teachers or standards that they teach. The results reveal that irrespective of the level that they teach they are concerned about their career advancement plans. None of the other factors like dissatisfaction with pay, promotion, working environment, conditions of service etc. are getting affected with their teaching levels or standards. Then the same factors identified were tested with the differences in the age group of teachers who are susceptible to leave the organisation and go. The results found (table 14, Annexure) were only career advancement, and insufficient challenges were the two factors which had great variations in the results, by keeping other things unimportant as far as age was concerned.

Conclusions:

The findings disclose that most of the teachers' have difficulty in travelling to and from work, they felt that their respective schools have lack of career advancement/ promotion plans, insufficient challenge, dissatisfaction with pay and conditions of service, which lead to the attrition. It was found that most of the teachers' are dissatisfied with career advancement plans, nature of job and conditions of service. And some of the teachers' were dissatisfied with the training & development part and working environment of the school.

Recommendations:

If all the reasons of attrition like career advancement/ promotion plans, insufficient challenge, poor working conditions, poor pay, dissatisfied management style, poor training and development and working environment were taken care of it would be possible for the schools to reduce the turnover rate and maintain retention. Thus, it is therefore necessary to take some steps to take care of the reasons, work upon it and control the turnover rate.

Limitations:

The main limitation of the study is we cannot generalize the results of attrition level with respect to such a small sample size of 150 teachers only. Secondly it is a very small area too to generalize the attrition level of teachers.

REFERENCE

- Booth, Alison L. and Satchell, Stephen E. "The Hazards of Doing a Ph.D.: An Analysis of Completion and Withdrawal Rates of British Ph.D. Students in the 1980s." *Journal of the Royal Statistical Society (Series A)*, 1995, 158(2), pp. 297-318. | Boschini, Anne D.; Lindquist, Matthew J., Pettersson, Jan and Roine, Jesper. "Learning to Lose a Leg: Casualties of Ph.D. Economics Training in Stockholm." *Econ Journal Watch*, 2004, 1(2), pp. 369-79. | Bowen, William G. and Rudenstine, Neil L. *In Pursuit of the Ph.D.* Princeton: Princeton University Press, 1992. | Carlson, E., & Billingsley, B. (2001, July). Working conditions in special education: Current research and implications for the field. Paper presented at the OSEP Project Directors Conference, Washington, DC. | Chapman, D. W., & Green, M. S. (1986). Teacher Retention: A Further Examination. *Journal of Educational Research*, 79, 273-279. Cooley, E., & Yovanoff, P. (1996). Supporting Professionals at Risk: Evaluating Interventions to Reduce Burnout and Improve Retention of Special Educators. *Exceptional Children*, 62(4), 336. | Corcoran, T. B., Walker, L. J., & White, J. L. (1988). Working in Urban Schools. Washington, DC: Institute for Educational Leadership. Council for Exceptional Children [CEC]. (2000). | Cross, L. H., & Billingsley, B. (1994). Testing a model of special educators' intent to stay teaching. *Exceptional Children*, 60(5), 411-421. | Darling-Hammond, L. (1999, September). Paper presented at The National Commission on Mathematics and Science Teaching for the 21st Century. Retrieved June 18, 2001 | Hansen, W. Lee and Craig, Judith S. "Trends and Patterns in Ph.D. Completion: The University of Wisconsin in Economics Program." Unpublished Paper, 1975. | Kalaitzidakis, Pantelis; Mamuneas, Theofanis P. and Stengos, Thanasis. "Rankings of Academic Journals and Institutions in Economics." University of Cyprus, Discussion Paper No. 2001-10, 2001. | Magliaro, S. G., & Wildman, T. M. (1990, April). Meeting the needs of beginning special educators. Paper presented at the American Educational Research Association Annual Meeting, Boston, MA. | McLeskey, J., Tyler, N., & Saunders, S. (2002). The supply and demand of special education teachers: The nature of the chronic shortage of special education teachers. Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education [COPSSE]. | Miller, M. D., Brownell, M., & Smith, S. W. (1999). Factors that predict teachers staying in, leaving, or transferring from the special education classroom. *Exceptional Children*, 65(2), 201-218.