

To Study The Most Recent Causes Of Voluntary Attrition By College Professors Teaching In Management And Engineering Colleges Of N.C.R.

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Abstract:

Attrition is the phenomena when employees leave their respective workplace due to dissatisfaction, harassment or any other personal reason willfully (voluntary attrition). The main objective behind this research paper is to determine the main reasons for voluntary attritions by college professors working in various management and engineering colleges of N.C.R. Also reason for writing this paper is to suggest how learned professors could be retained, who are the pillars of a successful education institute, university or college. This is a descriptive research paper where data is procured from both primary and secondary resources. A carefully drafted questionnaire is prepared including only one open ended and rest close ended questions. The questionnaire is distributed to the various college professors having experience of 2 years and above manually and through digital media like Google form and WhatsApp. Data is also collected from various digital journals available on internet. Data is analyzed using Likert's scale and Cronbach's alpha is used to check the internal consistency of the questions asked in the questionnaire. It has been found that excessive workload, low advancement opportunities, more paper work and administrative duties and faculties being viewed as revenue generating commodity constitute the main reasons of voluntary attrition by college professors in NCR. Also it was found that a huge communication gap between management and faculties and no proper system to address faculty grievances gives rise to the intentions of various learned faculties to leave their institutes or colleges.

Keywords: Management, attrition, college, professors, voluntary.

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I. Research Objectives:

- To identify the main reasons for voluntary attrition by college professors in N.C.R.
- To identify the most common voluntary attrition factors of professors teaching in engineering and management private colleges in N.C.R.
- Identify any recent attrition factor impacting college professors with the change brought in education sector post covid 2019.
- To identify the difference in attrition factors between male and female professors.
- Suggest strategies to overcome attrition rate in private colleges of N.C.R.

II. Introduction And Literature Review:

“Attrition is when employees leave an organization for any reason including resignation, termination, death or retirement” (Gartner). “Attrition is when employee leaves an organization without being replaced” (Subhashini Sharma Tripathi and Ruben Ray). When employees leave the organization loses valuable knowledge and expertise possessed by an individual and it is very difficult to find replacements. Attrition rate can be calculated by dividing the number of full-time employees who left per month by the average number of employees and then multiply by 100.

Employee attrition is of various types:

1. **Voluntary attrition:** When employee leave on their own typically for reasons like better opportunities, personal issues or dissatisfaction.
2. **Involuntary attrition:** Employees are terminated or laid off due to performance issues, economic conditions.
3. **Retirement attrition:** Employees leave due to reaching the end of their careers.
4. **Internal attritions:** Employees move to different departments or roles within the same organization.

The college professors are the pillars of any college or institutes. The college's reputation is maintained by the quality education imparted by the experienced and learned professors who dare to walk an extra mile to educate students, who later bring laurels to the University, College or educational institutions. The more time a professor spends in a college or educational institute the more he understands and excels himself in encountering situational problems faced by college or institutes. A satisfied professor or academician imparts quality education to the students which greatly helps in shaping the future of the students and hence the country. **William Arthur Ward** the great author quotes " *The mediocre teacher tells, the good teacher explains, the superior teacher demonstrates. The great teacher inspires*". When experienced and renowned professors resign they take away expertise of teaching, student's mentorship, ongoing research, college reputation, decreased enrollment in some programs, faculty dynamics, loss of alumni engagement and financial investment on training and development. There are many reasons why college professors take voluntary exit from the university or colleges (voluntary Attrition).

The reasons for voluntary attrition could be(**Gladis Kersaint!, Jennifer Lewis, Robert Potter, Gerry Meisels University of South Florida,**) pay or inadequate benefits provided by the institution, Education institute doesn't pay enough given the amount of work, Pay and cost of living incompatible ,excessive paperwork, Lack of administrative support, Admin lacks respect for teachers, Unable to teach because of lack of discipline, 90% of teaching time spent on maintaining discipline, no effective discipline system in place, Negative remarks about administration Admin has no idea what goes on in the class room, very little funding provided by the management, Management rules by fear & intimidation. **Gary Rhoades and Sheila** points out that Faculty are increasingly viewed in terms of their ability to generate revenue and commercial value, and are differentially invested in accordingly causing dissatisfaction and intention to leave the college or educational institute. **According to Jeroen Huisman, Egbert de Weert, Jeroen Bartelse** poor academic pay, loss of teaching job appeal, lack of challenging environment for new budding professors, poor improvement facilities and working conditions correspond to voluntary attrition by new and experienced professors. **Carver-Thomas, D. & Darling-Hammond, L.(2007)** listed reasons for attrition by academicians as dissatisfaction in assessment and accountability measures, not enough support to prepare students for assessment, Dissatisfied with teaching as a career , Not enough opportunities for leadership or professional advancement , Dissatisfaction with working conditions, dissatisfied with job description or assignment , dissatisfied with large class sizes, dissatisfied with working conditions (facilities, classroom resources, school safety) personal or life reasons, job at more conveniently located , Other personal life reasons (e.g., pregnancy/child care, health, caring for family) .Some more reasons as per **Reyes, ACS., Aquino, CA. & Bueno, DC. (2019)** is looking for new working experience, want to be a public servant, making career in different direction, not fit for official job physically, migrating abroad, need to earn more for family. job satisfaction, job stress, organizational commitment and organizational factors (**Hollenbeck & Williams, 1986; Horn et al., 1992; Mobley, 1977**) are some factors leading to voluntary attrition, on the similar track, perceived alternative employment opportunities (**Hulin et al., 1985; Steel & Griffeth, 1989**) and job-hopping (**Ghiselli, 1974; Abelson, 1993**) are two identified uncontrollable factors found to be related to the actual turnover or leaving of academicians. Demographic variables like age, gender, organizational tenure, job tenure, educational level, marital status and job status (**Arnold & Feldman, 1982; Bannister & Griffeth, 1986; Horn et al., 1979; Kirschenbaum & Weisberg, (1990)** too contribute to voluntary attrition. **Poonam Khurana and Madhu Arora considered salary** pay as per norms, Satisfaction with infrastructure, Encouragement given to FDPs, Satisfaction with non-financial incentives, merit-based promotions, pressed for time due to workload, dislike for administrative responsibilities, timing, work environment, organization itself as main reasons for leaving the college.**M. Haritha pointed out Poor** work environment & no scope for research, Strained relation with HOD, Lesser job satisfaction and more clerical work, management harassment and heavy work load, job stress, Poor relationship between student and teacher, Improper compensation, Acute health problem, Improper maintenance of work life balance, social status, dismissal, compulsory retirement, death as reasons for voluntary attrition by academicians.

III. Research Methodology

This research is a descriptive type of research where both primary and secondary type of data is used by preparing a questionnaire based on various data available on internet and other relevant published reports and journals. Here the respondents are college professors of experience more than 2 years who are teaching in various Management and Engineering Colleges in NCR. The professors are distributed with a questionnaire based on a 5-point Likert's scale and responses are analyzed. Cronbach's alpha is calculated to identify the internal consistency of the questions used in the questionnaire. Sample size of correspondents is (n=55, Males=24, Females=31). Also, to every respondent one open ended question is asked to mention any other reason they feel that can contribute in their voluntary attrition. Questionnaires are manually distributed as well

as via digital media like Google form. Analysis is done by taking all the genders together and separately to commensurate the objectives of the research.

Data Analysis

Table1.

Gender	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	
Male	1	5	4	5	5	5	5	5	5	2	1	5	1	1	3	5	5	5	1	1	70
Female	2	4	2	5	4	5	4	5	4	5	5	3	5	3	5	5	4	3	2	5	80
Female	4	4	4	4	2	4	4	2	4	4	4	4	4	2	4	4	4	4	2	4	72
Female	1	1	3	2	3	5	3	5	5	5	3	4	5	1	5	5	5	5	1	5	72
Female	4	4	4	1	1	4	4	4	2	4	2	2	2	2	4	4	2	2	4	4	60
Female	1	5	3	4	2	3	4	4	4	4	5	4	4	4	4	4	4	2	4	4	73
Male	1	5	4	4	3	4	4	2	4	4	4	4	5	5	4	4	5	5	2	5	78
Male	4	4	5	2	2	3	2	2	5	1	2	5	4	2	5	4	2	1	4	3	62
Female	2	4	5	4	4	3	4	4	4	4	4	4	1	4	4	5	5	2	2	5	74
Male	2	5	4	2	4	5	2	4	4	4	3	4	4	4	5	4	2	2	3	3	70
Female	4	4	4	2	3	4	5	4	4	4	4	3	2	3	2	4	4	2	2	4	68
Female	2	4	3	4	4	5	5	3	4	5	5	3	2	4	5	5	3	5	3	5	79
Male	2	4	4	2	2	3	5	4	4	4	2	4	3	4	2	4	2	2	4	3	64
Female	2	5	4	4	4	4	4	4	4	5	5	4	4	2	3	4	5	4	4	4	79
Female	2	2	3	4	4	2	4	4	4	3	4	4	3	2	5	2	4	2	3	4	65
Male	1	5	5	5	5	5	3	5	5	1	1	1	1	1	3	5	1	1	1	5	60
Male	5	4	5	4	2	1	5	2	1	2	2	5	4	3	1	4	2	2	4	3	61
Female	2	4	2	5	4	3	5	4	4	5	5	4	5	3	4	4	4	2	2	5	76
Male	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
Male	4	2	5	2	1	1	1	1	5	2	1	5	5	5	3	1	1	5	5	1	56
Male	2	3	3	4	4	4	3	4	4	3	4	4	3	2	3	3	3	2	2	3	63
Female	2	4	3	2	2	4	5	5	4	4	3	4	3	2	2	3	4	2	4	2	64
Male	3	4	4	2	2	4	4	4	4	3	4	4	3	4	1	3	2	1	4	2	62
Male	5	4	4	2	2	2	4	2	3	4	2	4	4	4	4	4	4	2	2	2	64
Female	2	4	4	2	2	3	3	2	2	4	3	5	3	5	4	4	2	2	4	4	64
Male	4	2	4	2	2	4	2	4	4	5	5	4	2	2	2	1	1	2	3	5	60
Female	2	4	4	4	2	4	3	4	5	2	2	4	2	5	5	5	4	2	2	3	68
Male	4	2	5	4	2	2	3	2	2	2	2	5	3	4	2	2	4	2	4	2	58
Male	4	4	3	3	4	4	4	4	4	4	4	4	3	3	2	4	3	4	2	4	71

(In the table 1 above i1= getting a justifiable salary w.r.t to the work,i2= job requiring extra paper work, i3=Administration respects faculties,i4= lack of discipline among students that interfere with teaching,i5= no system to maintain student discipline,i6= Management rules by fear and intimidation,i7= Faculty are increasingly viewed in terms of their ability to generate revenue and commercial value,i8= lack of challenging environment in the college,i9= Not enough opportunities for career advancement,i10= job gives stress,i11= Intention to take other kind of job,i12= college encourage faculty development programs,i13= promotions based on merit,i14= enough scope for research,i15= strained relationship with Hod,i16= more administrative and clerical work in job,i17= very heavy work load,i18= poor relationship between students and teachers,i19= totally work life balance in college,i20= existence of job insecurity.)

The table above comprises the factors that contribute to voluntary attrition of the college faculties. The formula for Cronbach's α is $(K/K-1) * (1 - (\sum \sigma_{2i} / \sigma_{2t}))$

K=number of items or questions, σ_{2i} =valiance of each individual items, σ_{2t} =variance of total test scores. By putting the value as, K=20, σ_{2i} =20.674, $\sum \sigma_{2t}$ =51.40, we get Cronbach's α =0.63 which indicates moderate internal consistency.

Table2 (Average score of each item)

.8	.5																				
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Item1 item2 item3 item4 item5 it6 it7 it8 it9 it10 it11 it12 it13 it14 it15 it16 it17 it18 it19 it20

Considering table 1 and 2 above, items give scores i1=2.8,i2=3.5,i3=4,i4=3,i5=3,i6=3,i7=4,i8=3,i9=4,i10=3,i11=3,i12=4,i13=3,i14=3,i15=3,i16=4,i17=3,i18=3,i19=2,i20=4.

Consider the score for Likert's scale as:

Strongly Disagree=1

Disagree=2

Can't say=3

Agree=4

Strongly agree=5, **Range(R)=5-1=4, Intervals= R/5=4/5=0.80**, We have intervals as: Strongly disagree between :**1-1.79**

Disagree=**1.80-2.59**

Can't say=**2.6-3.39**

Agree=**3.40-4.19**

Strongly Agree=**4.20-5.00**

Now analyzing the various items based on established scales above:

Item (i1) gives average score 2.8 under Can't say or neutral category, i2 gives score 3.5 representing Agree category, i3 gives score 4 coming under Agree category, i4 scores 3 designating can't say category, i5 and i6 again represents can't say category, i7 represent agree category, i8, i11, i13, i14, i15, i17, i18 represents neutral or can't say category scoring to 3 respectively. Item i9 score 4 coming under agree category, i12, i16, and i20 also scores 4 designating agree category, i19 scores 2 indicates disagree category.

Considering Male responses (Table 3)

Male	1	5	4	5	5	5	5	5	5	2	1	5	1	1	3	5	5	5	1	1
Male	1	5	4	4	3	4	4	2	4	4	4	4	5	5	4	4	5	5	2	5
Male	4	4	5	2	2	3	2	2	5	1	2	5	4	2	5	4	2	1	4	3
Male	2	5	4	2	4	5	2	4	4	4	3	4	4	4	5	4	2	2	3	3
Male	2	4	4	2	2	3	5	4	4	4	2	4	3	4	2	4	2	2	4	3
Male	1	5	5	5	5	5	3	5	5	1	1	1	1	1	3	5	1	1	1	5
Male	5	4	5	4	2	1	5	2	1	2	2	5	4	3	1	4	2	2	4	3
Male	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Male	4	2	5	2	1	1	1	1	5	2	1	5	5	5	3	1	1	5	5	1
Male	2	3	3	4	4	4	3	4	4	3	4	4	3	2	3	3	3	2	2	3
Male	3	4	4	2	2	4	4	4	4	3	4	4	3	4	1	3	2	1	4	2
Male	5	4	4	2	2	2	4	2	3	4	2	4	4	4	4	4	2	2	2	2
Male	4	2	4	2	2	4	2	4	4	5	5	4	2	2	2	1	1	2	3	5
Male	4	2	5	4	2	2	3	2	2	2	2	5	3	4	2	2	4	2	4	2
Male	4	4	3	3	4	4	4	4	4	4	4	4	3	3	2	4	3	4	2	4
Male	1	5	4	2	2	2	4	4	4	4	4	4	4	4	4	5	4	2	4	2
Male	5	4	5	2	3	2	2	3	5	4	3	3	5	4	4	3	2	2	2	2
Male	2	2	4	1	2	2	4	2	2	2	2	4	4	5	1	2	4	2	4	1
Male	4	4	5	2	2	2	2	2	2	2	2	4	4	4	2	2	2	2	4	2
Male	3	2	4	3	2	3	3	2	4	2	2	2	2	2	2	4	4	2	4	2
Male	3	3	4	4	3	3	3	3	3	2	2	4	3	3	3	4	3	2	4	3
Male	4	2	5	4	2	2	4	2	3	2	4	4	4	4	4	4	2	2	4	4
Male	4	2	4	2	4	2	4	4	2	2	4	4	2	2	4	4	4	2	2	4
Male	2	3	5	2	2	3	4	2	2	4	2	4	3	4	4	4	2	2	4	4

Average scores are below:

3.1	3.5	4.3	2.9	2.8	3	3.2	3	3.5	2.9	2.8	4	3.3	3.3	3.1	3.5	2.8	2.4	3.2	2.9
Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	i11	i12	i13	i14	i15	I16	i17	i18	i19	i20

Analyzing as per the average scores for males separately

i1,i4,i5,i6,i7,i8,i10,i11,i13,i14,i15,i17,i18,i19,i20=Can't say or neutral response.
i3=strongly agree, i2, i9, i12, i16=agree.

Considering Female responses:

Female	2	4	2	5	4	5	4	5	4	5	5	3	5	3	5	5	4	3	2	5	
Female	4	4	4	4	2	4	4	2	4	4	4	4	4	2	4	4	4	4	2	4	
Female	1	1	3	2	3	5	3	5	5	5	3	4	5	1	5	5	5	5	1	5	
Female	4	4	4	1	1	4	4	4	2	4	2	2	2	2	4	4	2	2	4	4	
Female	1	5	3	4	2	3	4	4	4	4	5	4	4	4	4	4	4	2	4	4	
Female	2	4	5	4	4	3	4	4	4	4	4	4	1	4	4	5	5	2	2	5	
Female	4	4	4	2	3	4	5	4	4	4	4	3	2	3	2	4	4	2	2	4	
Female	2	4	3	4	4	5	5	3	4	5	5	3	2	4	5	5	3	5	3	5	
Female	2	5	4	4	4	4	4	4	4	5	5	4	4	2	3	4	5	4	4	4	
Female	2	2	3	4	4	2	4	4	4	3	4	4	3	2	5	2	4	2	3	4	
Female	2	4	2	5	4	3	5	4	4	5	5	4	5	3	4	4	4	2	2	5	
Female	2	4	3	2	2	4	5	5	4	4	3	4	3	2	2	3	4	2	4	2	
Female	2	4	4	2	2	3	3	2	2	4	3	5	3	5	4	4	2	2	4	4	
Female	2	4	4	4	2	4	3	4	5	2	2	4	2	5	5	4	2	2	3	3	
Female	2	5	1	4	4	4	3	4	3	4	5	4	3	2	2	2	4	5	4	2	4
Female	2	4	4	4	4	2	4	4	4	2	2	4	2	3	1	4	2	2	4	3	
Female	4	4	4	4	2	4	4	4	3	4	4	4	4	4	4	3	4	4	3	4	
Female	4	4	4	5	4	3	4	3	3	4	3	4	3	3	3	5	3	4	4	5	
Female	4	5	5	4	4	2	2	4	4	2	4	2	4	2	4	4	2	2	4	4	
Female	4	4	4	4	3	4	3	4	4	5	4	4	4	4	4	5	5	4	4	4	
Female	2	2	4	2	2	2	4	2	2	4	3	4	2	3	4	4	4	2	3	4	
Female	2	2	3	2	2	4	4	3	3	3	4	4	3	3	2	4	4	2	3	4	
Female	2	2	3	2	2	4	4	3	3	4	4	4	3	3	2	4	4	2	3	4	
Female	4	2	4	2	4	2	4	4	4	4	4	5	2	4	4	4	4	2	4	5	
Female	2	4	2	2	2	4	4	4	4	4	4	4	4	5	4	4	2	4	5	5	
Female	4	4	4	4	4	3	4	4	4	4	4	4	2	4	4	4	2	5	2	2	
Female	2	4	3	4	4	4	5	3	4	4	4	3	2	2	2	4	4	3	2	4	
Female	2	2	3	4	2	4	4	2	4	4	2	4	4	3	2	2	4	3	4	5	
Female	4	3	4	2	3	3	3	3	3	2	2	4	4	4	3	2	2	4	4	3	

Average score of Females are:

2.6	3.53	3.43	3.27	2.97	3.57	3.87	3.46	3.67	3.9	3.67	3.77	3.1	3.1	3.47	3.93	3.7	2.8	3.17	4.07
Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20

Analyzing as per the average scores for females separately

i1,i4, i5,i13,i14,i18,i19 items falls under can't say or neutral category as per scores.
i2, i7, i3, i6, i8, i9, i10,i11, i12 ,i15,i16,i17, i20 falls under agree category

IV. Findings

1. Overall the professors teaching in management and engineering colleges agreed extra paper work requirement is there in the job (i2), administration respect the faculties(i3), faculties are viewed in terms of their ability to generate revenue and commercial value(i7), there are not enough opportunities for career advancement(i9), college promote fdp's (i12),more administrative and clerical work are present (i16),there is existence of job insecurity (i20).
2. Total work life balance is present (i19), this factor by professors was disagreed.
- 3.Faculties overall were not sure or neutral on factors like getting justifiable salary(i1), lack of challenging environment(i8), intention to take up other job(i11), promotions based on merit(i13), enough scope for research(i14), strained relations with head of departments(i15), very heavy workload(i17), poor student teacher relationships(i18).
- 4.Male faculties typically agreed strongly that administration respects faculties(i3), however they agree that job require extra paper work(i2), there is not enough opportunities for career advancement(i9), college promote fdp's(i12), more administrative and clerical work in the job(i16) is present.

5. Female faculties agreed Job require extra paper work(i2), faculties are viewed as revenue generating and commercial value(i7), administration respects faculties(i3), more clerical and administrative work(i6), poor student teacher relationships(i8), not enough opportunities for career advancement (i9), Job gives stress(i10), intention to take other job(i11), college promote fdp's(i12), strained relations with head of departments(i15), more administrative and clerical work (i16), very heavy workload(i17), existence of job insecurity (i20) in the college.

6. Professors both male and females agreed that job require extra paper work(i2), there are not enough opportunities for career advancement (i9), college promotes fdp's(i12), there are more administrative and clerical work (i16) in the college.

7. On asking open ended questions professors also pointed out that there is no proper system in private colleges of NCR to solve faculty grievances leading to voluntary attrition or intention for it. Also there is a huge communication gap between management and faculty members leading to voluntary attrition.

V. Conclusion:

- Professors teaching in management and engineering colleges found common reasons for their voluntary attrition are extra paper work requirement in the job (i2), faculties are viewed in terms of their ability to generate revenue and commercial value(i7), lack of enough opportunities for career advancement(i9), more administrative and clerical work (i16) and lack of work life balance in the college environment(i19).
- Male faculties found that job require extra paper work(i2), there is not enough opportunities for career advancement(i9), more administrative and clerical work in the job(i16) as main reasons to voluntary retire from the college.
- Female faculties agreed on the fact that Job require extra paper work (I2), faculties are viewed as revenue generating and commercial value(i7), more clerical and administrative work(i6), poor student teacher relationships(i8), not enough opportunities for career advancement (i9), Job gives stress(i10), intention to take other job(i11), strained relations with head of departments(i15), more administrative and clerical work (i16), very heavy workload (i17) as main reasons for voluntary attrition.
- Professors both male and females agreed that job require extra paper work (i2), also it do not provide enough opportunities for career advancement (i9), more administrative and clerical work (i16) in the college contributes to their voluntary attrition.
- Huge communication gap between management and faculty members and not existence of any proper system to solve faculty grievances are the two additional factors voiced by college professors that can contribute for them to leave the college.
- To check voluntary attrition by college professors excessive paper work must be reduced and more emphasis should be given to research and literary work. Management must not view faculties as a revenue generating commodity and must try to uplift and use their talent for mutual development. Management must create lucrative job advancement opportunities in order to retain learned professors. Proper work life balance and limited administration and clerical tasks should be introduced in the professor's job profile to keep them motivated to stay and progress in the field of education thereby helping development of both the students and the country.

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