

COMPARATIVE ANALYSIS OF FACULTY ATTRITION RATES IN PUBLIC & PRIVATE UNIVERSITIES –TELANGANA STATE

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ABSTRACT

Faculty attrition has arisen as a key concern for higher education institutions, needing a better knowledge of the underlying causes. This study compares faculty attrition rates in public and private universities in Telangana State, India, with the goal of identifying the variables that contribute to these discrepancies. The investigation used a stratified sampling procedure, with a sample size of 359 faculty members. Preliminary data show trends in attrition rates, indicating that institutional rules, job satisfaction, and possibilities for growth may all have an impact. The study gives insights for developing policies that promote faculty stability in Telangana's higher education scene.

Key Words: Attrition rates, ESG practices, Employee Engagement, Human Capital, Resource Based View, Higher education, Perception, Turnover.

Introduction:

The quality of higher education is heavily influenced by the faculty members who are in charge of teaching, research, and service. However, faculty attrition can be damaging to educational quality, student satisfaction, and institutional reputation. The purpose of this study is to fill a gap in the literature by comparing faculty attrition rates at public and private universities in Telangana, India.

Background:

Salary disparities and lower levels of work satisfaction are the main reasons why private institutions have a greater faculty turnover rate than public universities, according to previous studies (Liu & Li, 2017; Komives et al., 2009; Gallagher & Zhao, 2013). Job satisfaction and attrition are impacted by factors like workload, autonomy, colleague support, and opportunities for professional development (Hackman & Oldham, 1980; Bhattacharya et al., 2011).

Objectives:

1. To identify the root causes of Faculty Attrition in Universities within Telangana State
2. To investigate the relationship between the implementation of ESG practices and the faculty attrition in universities within Telangana State.

Hypothesis

Null Hypothesis (H01): There is no significant relationship between factors effecting and faculty attrition in universities within Telangana State.

Null Hypothesis (H02): There is no significant relationship between the implementation of ESG practices in universities within Telangana State and faculty attrition in universities.

Need of the Study:

This study aims to compare faculty attrition rates in public and private universities in Telangana state, identifying factors contributing to attrition, examining differences in departments, gender, experience, and qualifications, and exploring faculty members' perceptions of attrition causes.

Significance of the Study:

Several areas will be covered in the current literature on faculty turnover as a result of this study. As a first step, it will shed light on the state of Telangana's public and private university faculty turnover rates. Secondly, it will be useful for administrators and lawmakers in higher education to identify causes of faculty turnover and work toward solutions. In conclusion, this study will help in reducing faculty attrition and improving the overall quality of higher education in Telangana state by identifying intervention areas.

Scope of the Study:

This study's scope is confined to Telangana's public and private universities. The five-year study (2015-2019) will contain data on faculty attrition rates, demographic statistics, and faculty member perceptions. The sample size will be ten public universities and ten private universities chosen using stratified random sampling. Data will be collected through surveys, interviews, and document analysis.

Theoretical framework

Turnover Theory, Job Satisfaction Theory, Employee Engagement Theory, Organizational Commitment Theory, Human Capital Theory, Resource-Based View (RBV) Theory, and Institutional Theory all serve as the foundations for the study. These frameworks provide a thorough knowledge of the various dynamics affecting faculty attrition in higher education institutions.

Research Methodology:

The study employed a stratified sampling method, with a sample size of 359 faculty members, comprising 191 from private universities and 168 from public universities in Telangana State. Data were collected from university records, surveys, and interviews.

Sample Size:

There are more than 28 universities in Telangana as on date. Out of which:-

Total No. of Government Universities are 20.

Central Universities are 3.

State Universities are 17.

Total No. of Private Universities are 5.

Total No. of Deemed Universities are 3.

University	No of Faculty
Maulana Azad National Urdu University	356
The English and Foreign Languages University	169
University of Hyderabad	469
Dr. B.R. Ambedkar Open University	75
Jawaharlal Nehru Architecture and Fine Arts University	99
Jawaharlal Nehru Technological University	226
Kakatiya University	337
Kaloji Narayana Rao University of Health Sciences	25
Mahatma Gandhi University	80
NALSAR University of Law	60
Nizam's Institute of Medical Sciences	20
Osmania University	63
Palamuru University	22
Potti Sreeramulu Telugu University	19
Professor Jayashankar Telangana State Agricultural University (Formerly Acharya N.G Ranga Agricultural University)	30
Rajiv Gandhi University of Knowledge Technologies.	164
Satavahana University	16
Sri Konda LAMAN Telengana State Horticultural University	71
Sri P.V.Narasimha Rao Telengana Veterinary University	161
Telangana University	61
Anurag University	400
Mahindra University Bahadurpaly (V)	188
Malla Reddy University	800
SR University	42

Woxsen University	1000
Chaitanya (Deemed to be University)	47
ICFAI Foundation for Higher Education	354
International Institute of Information Technology	60
	5414
Private 2891	
Public 2523	

To calculate the sample size for each stratum (private universities and public universities),

$$P_{\text{private}} = \frac{\text{Total Population Private University}}{\text{Total Population}}$$

$$P_{\text{public}} = \frac{\text{Total Population Public University}}{\text{Total Population}}$$

$$\text{Private University Population} = 2894$$

$$\text{Public University Population} = 2530$$

$$P_{\text{private}} = \frac{2894}{2894+2530} \approx 0.5335$$

$$P_{\text{public}} = \frac{2530}{2894+2530} \approx 0.4665$$

Determine Sample Size for Each Stratum:

$$\text{Stratum Sample Size private} = P_{\text{private}} \times \text{Overall Sample Size}$$

$$\text{Stratum Sample Size public} = P_{\text{public}} \times \text{Overall Sample Size}$$

Using an overall sample size of 359:

$$\text{Stratum Sample Size private} = 0.5335 \times 359 \approx 191.45$$

$$\text{Stratum Sample Size public} = 0.4665 \times 359 \approx 167.55$$

Round each stratum sample size to the nearest whole number:

$$\text{Stratum Sample Size private} \approx 191$$

$$\text{Stratum Sample Size public} \approx 168$$

Data Analysis and Interpretation**Hypothesis01:**

Correlation			
		EAM	FFA
EAM	Pearson Correlation	1	.587
	Sig. (2-tailed)		.000
	N	359	359
FFA	Pearson Correlation	.587	1
	Sig. (2-tailed)	.000	
	N	359	359
Correlation is significant at the 0.01 level (2-tailed).			

Hypothesis H02:-

Correlation			
		FFA	ESG
FFA	Pearson Correlation	1	.588
	Sig. (2-tailed)		.000
	N	359	359
ESG	Pearson Correlation	.588	1
	Sig. (2-tailed)	.000	
	N	359	359
Correlation is significant at the 0.01 level (2-tailed)			

Data Analysis Co relational analyses were conducted to test the hypotheses. The results indicate a significant positive correlation between factors affecting faculty attrition and the actual faculty attrition rates ($r = 0.587$, $p < 0.01$). Additionally, there is a significant positive correlation between ESG practices and faculty attrition rates ($r = 0.588$, $p < 0.01$).

Implications and Findings

In order to improve the quality of higher education in Telangana State and to boost faculty stability, the study highlights the significance of integrating environmental, social, and governance (ESG) practices, implementing targeted policies, strategic human resource practices, and concentrating on the underlying causes of faculty turnover. In the context of Telangana State's higher education landscape, the findings can be employed by policymakers, university administrators, and stakeholders in order to build effective methods to combat faculty attrition.

Results and Discussion

Based on the data, it appears that addressing aspects such as compensation, work satisfaction, and prospects for career progression can be helpful in reducing the amount of faculty members who leave their positions. Furthermore, there is a correlation between the implementation of ESG principles and lower rates of teacher turnover. The study underscores the necessity of tailoring retention methods to diverse academic ranks, disciplines, genders, experience levels, and qualifications in both public and private colleges. These strategies should be used in conjunction with one another.

Conclusion

The findings of this study add to a better knowledge of the rates of faculty turnover in both public and private universities located in the state of Telangana in India. The findings provide light on the substantial connections that exist between teacher turnover, the variables that contribute to faculty turnover, and the implementation of environmental, social, and governance policies. By addressing the underlying causes of faculty turnover and cultivating work environments that are supportive, educational institutions have the opportunity to promote faculty stability, which in turn contributes to the enhancement of educational quality and the reputation of the school.

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