



Organisational Performance, Reasons Behind Faculty Attrition, Retention Strategies and Improving Organisational Performance - A study w.r.t. Private B-Schools at Bengaluru

F. A. Praveen,
M.B.A.

Ph.D. Research scholar (External)
Department of Business Administration
Annamalai University, Annamalai Nagar 608002
Mail ID: praveenfa21@gmail.com

Dr. S. Saravana Kumar
M.B.A. PhD

Research Supervisor
Assistant Professor
Dept of Business Administration
Annamalai University
Deputed to Dr. Kalaignar Government Arts College,
Kulithalai, Karur 639120
Mail ID: drssk81@gmail.com

Abstract

Purpose: The impact of Organisational performance by B-schools in Bengaluru through faculty quality and retention, demanding better strategies against high attribution, industry-academic connect, needing strong boards for relevant curriculum and placements, infrastructure tech facilities, strong branding and culture and original culture. The main purpose of this paper is to explore whether the demographics impact the study. Further, the study also conducted to know the causes of attrition of faculty members, retention strategies and improving organisational performance. In this 21st century, society has undergone unprecedented changes and people are becoming aware of new competitive environment from the demand of compulsory education to qualitative education. Institutional performance is very much impacted by the faculty and hence suitable strategies has to be designed so that they may stay comfortably. In Bengaluru Urban parents feel that educational institutions in private sector should provide better education through qualified and better faculty.

Design of the study : A well drafted structured questionnaire form was used for the purpose of data collection. It was planned to collect data from 100 respondents. Chi-square, contingency co-efficient Excel-16 to find ANOVA, weighted arithmetic mean and Kendall's co-efficient of concordance qualitative techniques were performed. The respondents belongs to Urban Bengaluru.

Findings of the study : The study found that all demographics of respondents are significantly varying with high degree of relationship. Further, the study explored the causes for attraction, the first one being lack of training and development programmes FDP and career development programme, the second major cause of attribution being each dissatisfaction with the present study and dissatisfaction with work due to workload and irregular working hours and the third major cause is about improper work environment. The factors impacting retention strategies include maintain good relation between workload and salary, transparent performance appraisal system and encouraging faculty to attend faculty improvement programme. Factors like better industry and student interface, developing soft skills and are active thinking are the suggestion offered to improve organisational performance.

Key words : Interface, skill, organisational performance, work environment, dissatisfaction, working hours, recruitment, business education.

Introduction : Recruitment of highly qualified faculty to discharge eminently suitable to the needs of society is assuming criticalness in this competitive environment. Organisational performance is greatly decided by the best contribution of teaching faculty at B-schools in Bengaluru. At present the B-schools are constantly searching best faculty, highly experienced faculty to deliver the contents as needed by the society. Business education is significant factor deciding the future of society since business and society is interrelated. B-schools at Bengaluru now depend upon wholly and extensively on faculty for their contribution to the attainment of objectives. Faculty in higher education's mainly have 3 major elements in their job description i.e., teaching, administrative duties and research (Srishti Singh 2024). Balancing the three is utmost significant in a semester based examination system. All the three components need time, devotion, dedication skill and expertise.

Society is undergoing rampant changes in the field of higher education and B-schools are more competitively providing better education. In order to align with rapid changes emerging present day world and to meet the challenges of the future society the education system has also undergone changes in order to meet the societal needs talent management in the B-schools also attracting stakeholders in the society. Talent management is the strategic, holistic process of attracting, training and development, motivating and retention of high performing faculty in order to attain due stated objectives. According to Eddie Blass (2007) Talent Management can be defined as 'the additional management, process and opportunities that are made available to people in the organisation that are considered to be talented'. Characteristics of good talent management consist of ownership and involvement, hire the right people, acclimate or adjust with the new employees, discuss career interest with employees, identify developmental and training opportunities, after appreciation reworks and help the employees to create a better workplace.

Attribution of faculty emerges from different factors like dissatisfaction with the present job, lack of training and development, heavy work load, and improper work environment. There is a need to frame suitable HR policy so that the faculty may stay without abandoning their positions. The ability of B schools is adjudged by the act of retaining efficient and qualified faculty. In order to provide a better and quality education in B-schools which are facing competition among themselves in Bengaluru, there is a need to formulate better transparent recruitment policy, encouraging the faculty to take up research work. Organizations should focus on employee training satisfaction, performance appraisals, salary hikes, work life balance, and employee commitment to maintain healthy attrition (Kadv Prasad Xxx, 2025).

Statement of the problem:

A large number of talented faculty are leaving the educational institutions before 5 years of service on account of absence of proper retention policy in B-schools at Bengaluru. Faculty leave the institution when there is a difference between desired career path and the path provided by an institution. High rates of attribution shows substantial decrease in student performance (Bampah et al, 1994). Previous studies reveal that retention of faculty is driven by diverse factors like culture, policy, salary and benefits and career progression (Fitz-enz, 1990). High faculty turn over poses a dual threat, it undermines students academic performance and restricts the flow of institutional knowledge and expertise. Faculty turn over ends in the loss of experienced educators, directly affecting quality and diminishing institutional trust (Bempah, et al. 1994, Ingersoll & Rossi, 1995). Highly quality teaching faculty who are holding advanced degree seek lucrative opportunities outside academic, which affect the pool of experienced teachers available to institutions (Bowen & Schuster, 1986). Dissatisfaction with organisational support and a lack of alignment between personal and institutional goals intensity the problem (Malik, Yousuf, 2025). Retention strategies that integrate institutional policies with faculty expectations are essential to curtail the attrition. Building a supportive workplace culture, fostering trust, and ensuring integration between organisational goals and traditional values are significant to generate a stable academic welfare (Judge and Cable, 1997). It is necessary to promote competitive salaries so that the faculty may stay in the institution firmly in along with career development opportunities (Fit-enz 1990, Clarke, 2001).

Review of literature

Elizabeth, C. (2002) conducted a study on executive coaching does it really work? The researcher question is whether executive coaching will help in improving the leadership effectiveness as well as the productivity. The study answered this question by considering the progress of 291 executives engaging in a 5 months coaching and considering 360 feedback processes. The study found that the mixer of multi-rated feedback and individual coaching will help in increasing the leadership effectiveness to 65% which was an indication to the organisation and to the business schools and management institutions to develop the students on different areas during their study in the schools and colleges which help them to do better in the work spot without consuming much time to adjust in the work place.

The research by Roopa Temkar (2020) stated that there is increase in demand for management schools, number of B-schools mushroomed, but as per researcher the required quality is not maintained which led to lack of job opportunities. The rate of attrition in B-schools Bengaluru is on the rise, the management has the challenge of combining its goals with faculty aspirations and to overcome successfully the problem of high attrition and attracting and retain the best performers is essential. The data on retention strategies has been collected. In order to ensure quality education, there is a need for strategies for recruiting and retaining talented faculty members. The need of the hour as per the researcher is to motivate and retain talented faculty members. The managements has to follow vigour's human resource policies.

Turla Sheirmae et al. (2025) in their attempt to study job satisfaction and faculty attrition, they have stated that faculty attrition is a complex phenomenon that can disrupt the continuity of educational services and compromise the institutions knowledge capital impacting both institutional stability and quality of education. This research paper examines the relationship between job satisfaction and faculty attribution, highlighting on different drivers like professional development opportunities, recognition, workload management, administrative support, institutional policies etc., The study uses quantitative research approach through a standardised questionnaire which are distributed to faculty across basic education and college levels. ANOVA reveals about of presence of the significant relationship between job satisfaction and faculty attrition and hence H_0 is rejected. Showing that F-value 23.14 is $>$ F-crit 3.95, while P-value is 0.000006 is $<$ Alpha : 0.05. As per authors job satisfaction is high in areas like compensation, workload management, and institutional support and study further reveals that they attrition factors include poor career advancement, workload management, and institutional support and addressing these issues is essential for improving retention strategies.

Kdv Prasad Xxx, et al. (2025). investigated the impact of work related factors such as employee performance, job satisfaction, training, work-life balance and salary on employee attrition in business school's faculty employees. Data gathered via previously known questionnaire to measure 6 reflective constructs: employee performance, job satisfaction, training, salary hike, work life balance and attrition. Data gathered using convenience sampling technique. The structural equation model analysis results indicate that there is a statistically significant relationship between work related dimensions and attrition. Further, the study reveals that work life balance employee, performance and salary were statistically significant and influenced the attrition. The outcome to gender parity indicate a statistically significant group different among the male and female employee attrition rates. The researchers suggested that the organisations should focus on employee training satisfaction, performance appraisals, salary hike, work life balance job satisfaction and employee commitment to maintain healthy attrition.

Research Methodology

Data Source : The presented study rely upon both the primary and secondary data. Primary data gathered through a previously known questionnaire. The secondary data sources include journals, Books and Internet.

Research Instrument : Based on previous literature study questionnaire was prepared. Questionnaire was circulated among the students studying MBA degree in Urban Bengaluru B-schools. 100 questionnaires found to be correct were in the hand and the circulated were 108 forming a success rate of 92.59%.

Sample and sampling technique : A sample of 100 student respondents were considered for this study and private B-schools like Dayanand Sagar, Jain University, Christ University and MS Ramaiah Private University were selected for the purpose of data collection, 25 respondents each were selected and interview was conducted. Convenient sampling technique was followed while conducting interviews with students.

Data Analysis : The data was analysed and presented by using MS Excel 16, for finding ANOVA, chi-square contingency coefficient, weighted arithmetic mean and Kendall's Coefficient of concordance statistical tools were performed.

Objectives of the study

1. To study the MBA student's demographics in selected 4 private B-schools.
2. To analyse the causes of attrition of faculty members.
3. To analyse the factors impacting retention strategies of faculty.
4. To study improving organisational performance.

Hypotheses

H₀₁ : There exist no significant variation in the demographics of respondents and hence they do not impact on the study.

H₀₂ : There are no causes for faculty attrition in B-schools at Bengaluru.

H₀₃ : There are no factors impacting faculty retention.

H₀₄ : There exist no significant variations in the improvements offered to improve organisational performance.

Research questions

1. What are the reasons behind the demographics not impacting on the study?
2. What are the causes of faculty attrition?
3. What are factors impacting retention strategies of faculty?
4. What are the ways of improving the organisational performance?

Limitations

1. The study is confined only to Urban Bengaluru.
2. The sample is very small when compared to the universe.
3. Transportation, financial problems caused a little delay in reaching the final aim.

Survey Findings

Table-1 reveals that regarding demographics of respondents. These demographics vary from gender to ICT methodologies available in the institution. There are 81 males and 19 female students and out of 100 students 71 belongs to the age range of 23-25 followed by 22 in between 20-22 years and > 25 years 7 respondents. Course wise data reveals that there are 96, therefore MBA students and 4 PGDM. The undergraduate stream data reveals that 58 are from BBA, 35 from B.Com., 3 each BSc and BE and 1 respondents belongs to BA. 45 students marks in between 71 - 80% followed by 32, 61 - 70%, 16 > 81% and 7 pertain to 50 - 60%. Data on Entrance Examination and admission to MBA admit that 80 PG CET, 15 MAT, 5 CAT. The nature of decision reveal that 82 admitted by choice and 18 by chance. As far as interface with industry request in academics, 82 said Yes, 18 said no and response towards industry interface i.e., skills required by the industry, 79 said yes 21 negative. 45 respondents said yes about industry in academic body 55 expressed no. The data on facilities provided reveal that 91 agreed but 9 disagree and ICT facilities availability in the institution 88 said Yes and 12 no. All the demographics are significantly varying except response to the skills required by the industry interface skills which shows no significant and low degree of relation.

Table-2 reveals data about causes of attrition of faculty members. To measure the causes ANOVA performed. Table reveals that 82 student respondents said strongly agree, 13 agree and 5 somewhat agree. Further, 32 respondents expressed the major cause of attrition lack of training and development programmes, FDP, and career development programmes, 18 each spoke about dissatisfaction with work due to work load, and irregular working hours and dissatisfaction with the present salary and 12 expressed about improper work environment. P-value being 0.0000444 is considered highly statistically significant. This means that evidence against null hypotheses is very strong. We can conclude that

ANOVA fails to accept H_0 and accept H_1 and hence there is significant variation in the factors of attrition and there exist relationship between the factors and attrition.

Table-3 admits data about factors impacting retention strategies. To measure the effectiveness of strategies in terms of performance weighted arithmetic mean was performed with Likert 3 point scale varying with 'strongly agree to somewhat agree'. The opinions of respondents is defined as 'f' and weights as 'w'. The multiplication of f and w gives 'fw' and 'fw' as divided 'w' to derive 'WA'. Ranking of performance of comparison was done on the basis of order of highest 'WA'. Accordingly the first comparative rank performance was maintain good relation between workload and salary, the second rank was given to transparent performance appraisal system and the third rank was assigned to encouraging faculty to attend faculty improvement programme. Thus 'WA' captures true reality impacting retention strategies and thus gives a louder voice in the final calculation. The remaining factor are ranked as per highest order.

Table-4 speaks about improvements offered to improve organisational performance. To measure the organisational performance Kendall's co-efficient of concordance was performed. The opinions of respondents recorded on 3 point Likert scale. There are 84 respondents who expressed strongly agree followed by 10 agree and 6 somewhat agree. At 9 d.f. with 0.05 level of significant the TV = 16.919 and the calculated value being 26.325 which is higher than the TV and hence we can conclude that there exist significant relationship between the suggestions and organisational performance.

Conclusion :

Faculty retention is full of challenges for private B-schools at Bengaluru impacting both academic quality and operational efficiency. Addressing this issue requires framing and implementation of holistic approach which contains acceptable compensation, professional development, talent management and supportive organisational culture. Innumerable studies have identified significant factors for MBA faculty turn over that included low salary, insufficient perks, and limited opportunities for professional growth. Absence of healthy retention policy leads to distraction among MBA faculty. The study found that all demographics of respondents are significantly varying with high degree of relationship. Further, the study explored the causes for attraction, the first one being lack of training and development programmes FDP and career development programme, the second major cause of attribution being each dissatisfaction with the present study and dissatisfaction with work due to workload with work due to workload and irregular working hours and the third major cause is about improper work environment. The factors impacting retention strategies include maintain good relation between workload and salary, transparent performance appraisal system and encouraging faculty to attend faculty improvement programme. Factors like better industry and student interface, developing soft skills and are active thinking are the suggestion offered to improve organisational performance.

References:

- Bempah, E.O., Kalyan, M.S., Osburn, D.D., & Birkenholz R.J. (1994). An econometric analysis of teacher mobility. *Economics of education review*, 13(1), 69-77.
- Bowen, H.R., & Schuster, J.H. (1986). *American Professors: A national resource imperilled*. Oxford university pres 1600 pollift prive, Far Lawn, NJ 07410.
- Clarke, R.F. (2001). what business are doing to attract and retain employees - becoming on employer of choice. *Employee Benefits Journal*, 26(1), 21-23.
- Eddie Blass. (2007). Talent Management: Maximising talent for business performance. Executive summary 1-12. Retrieved from [http://www.ashridge.org.uk/website/ic.nsf/WFARPUB/Talent + Maximqentait Maximinsing + Talent + for + business + performance ? Open document](http://www.ashridge.org.uk/website/ic.nsf/WFARPUB/Talent+Maximqentait+Maximinsing+Talent+for+business+performance?Open+document).
- Elizabeth, C. (2002). The impact of executive coaching and 360 feedback on leadership effective. *Leadership and organisation Development Journal*, 23(4), 205-214.
- Fitz-Enz., J. (1990). Getting and keeping good employees. *In personnel*, 67(8), 25-29.
- Ingersoll, R.M. (2001). Teacher turn over and teacher shortages. An organisational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Judge, T.A., & Cable, D.M. (1997). Applicant personality, organisational culture and organisation attraction, personal psychology, 50(2), 359-394.
- Kdv Prasad Xxx, Sripathi Kalva Kolanu, Shivaham Singh., & Rajesh Vaidya. (2025). Factors adffecting attrition : An empirical study concierning Business School Faculty in the Hyderabad Metro. *Qubahan Academic Journal*, 5(2) 1-19, DOI: 10.48161/qaj.v5nza1189.
- Malik Yousuf. (2025). Faculty retention and addressing attrition in higher educational institions: The way forward *EFMD Global* 27th January, 2025.

Roopa Tenkar, V. (2020). An analysis of responses of faculty members and management of B-schools towards retention strategies at Bengaluru. **International E-conference on Adopting to the New Business Normal - The way ahead Dec. 3-4, 2020, Mysuru, India.** ISBN: 978-03-83802-47-5.

Turla Sherimae, Fandinole Lorecel., Gorospe Dhana Alaya., & Magno Hazd Ann. (2025). Correlating Job satisfaction and faculty attrition. An in-depth analysis of factors affecting instructor retention in a private higher education institution. **Journal of Scientific Advances**, 02(02): 1-9. DOI:10.6.3665/jsa.v2.12.1.

Table - 1: Demographic of respondents

Demographics of respondents	x ²	TV @ 0.05	df	Result of x ²	"c"	Result of c
Gender	38.44	3.841	1	Significant	0.52	High Degree
Age in years	67.12	5.991	2	Significant	0.63	High Degree
Course wise study	84.64	3.841	1	Significant	0.67	High Degree
Under graduation type	212.28	9.488	4	Significant	0.82	High Degree
Marks scored in the degree	34.16	7.815	3	Significant	0.50	High Degree
Entrance examination & admission to MBA	99.50	5.991	2	Significant	0.70	High Degree
Nature of decision	40.96	3.841	1	Significant	0.53	High Degree
Interfere with industry request in academics	40.96	3.841	1	Significant	0.53	High Degree
Response to the skills required industry interface skills	33.64	3.841	1	Not Significant	0.09	Low Degree
Industry in Academic bodies	1.0	3.841	1	Not Significant	0.63	High Degree
Facilities Provided	67.24	3.841	1	Significant	0.63	High Degree
ICT Methodologies available in the institution	57.76	3.841	1	Significant	0.60	High Degree

Source: Field Survey

Note : x² = Chi-square

'c' = $\sqrt{(x^2 / x^2 + N)}$

Where 'c' = Contingency Co-efficient, N = Number of Observations

When the value 'c' is equal or nearer to 1, it means that there is high degree of association between attributes. Contingency coefficient will always to be less than 1. High degree is considered here if 'c' is 0.50 and above.

Table-2 : Causes of attrition of faculty members

No.	Causes of attrition	SA	A	SWA	T
1	Dissatisfaction with the present salary	15	2	1	18
2	Lack of training and development programmes FDP, career development programme	25	5	2	32
3	Personal parameters like marriage, health spouse transfer, post marital reasons	9	1	1	11
4	Dissatisfaction with work due to work load and irregular working hours	15	2	1	18
5	Improper work environment	10	2	-	12
6	Attract by competitive institution	8	1	-	9
	Total	82	13	5	100

Source : Field Survey and Google form

Note : SA - Strongly Agree, A - Agree, SWA - Somewhat Agree

ANOVA

Summary

Groups	Count	Sum	Average	Variation
Column - 1	6	82	13.66667	39.86667
Column - 2	6	13	2.166667	2.16667
Column - 3	6	5	0.833333	0.566667

ANOVA

Source of variation	SS	df	MS	F	P-value	F-script
Between the groups	597.4444	2	298.7222	21.03678	4.44E-05	3.68232
Within the sample	213	15	14.200			
Total	810.4444	17				

Source : Field Survey & Google Form

ANOVA Analysis

The above table shows that the F-value being 21.03678 greater than F-crit 3.68232, while P-value is 0.0000444 < Alpha 0.05. ANOVA therefore fails to accept H0 and reveals about the presence of significant relationship between causes of attrition and faculty members.

Table - 3 : Factors Impacting Retention Strategies of Faculty Weighted Arithmetic Means

Factors driving retention strategies		Weight	3	2	1	T	WA
		Likert Scale	SA	A	SWA		
1.	Clear institution policies and procedure	f	68	22	10	100	XI
		fw	204	44	10	258	43.00
2.	Providing facilities for effective working	f	76	19	5	100	VI
		fw	228	38	5	271	45.17
3.	Maintain good relation between workload and salary	f	91	9	-	100	I
		fw	273	18	-	291	48.50
4.	Good rapport between management and faculty	f	76	12	12	100	X
		fw	228	24	12	264	44.00
5.	Non-monetary benefits	f	80	12	8	100	V
		fw	240	24	8	272	45.33
6.	Transparent performance appraisal system	f	86	11	3	100	II
		fw	258	22	3	283	47.17
7.	Career development programme	f	75	18	7	100	IX
		fw	225	36	7	268	44.67
8.	Encourage faculty positively through HR Policy	f	77	17	6	100	VI
		fw	231	34	6	271	45.17
9.	Encouraging faculty to attend faculty improvement programme	f	79	18	3	100	III
		fw	237	36	3	276	46.00
10.	Encouraging to undertake research work	f	75	20	5	100	VIII
		fw	225	40	5	270	45.00
11.	Periodical performance ratings	f	80	15	5	100	IV
		fw	240	30	5	100	45.83

Source : Field Survey

Note : SA - Strongly Agree, A - Agree, SWA - Somewhat Agree

$$WA = \frac{\sum FW}{\sum W}$$

$$\text{Here } EW = 3 + 2 + 1 = 6$$

Table - 4 : Improving organisational performance

	Suggestions to improve organisational performance	SA	A	SWA	RT	RT ²
1.	Better industry & student interface	29	3	2	34	1156
2.	Team building leadership	5	-	-	5	25
3.	Faculty with industry experience	4	-	-	4	16
4.	Students with prior experience	5	-	-	5	25
5.	Creative thinking	7	2	1	10	100
6.	Communication skills	7	2	-	9	81
7.	Global perception	6	-	-	6	36
8.	Relevant case study approach	5	-	-	5	25
9.	Experience sharing of successful business persons	6	1	1	8	64
10.	Developing soft skills	10	2	2	14	196
	Total	84	10	6	100	1724

Source : Field Survey

Note : SA - Strongly Agree, A - Agree, SWA - Somewhat Agree, RT - Rows Total = RT²

$$SSR = \sum RT^2 - (\sum RT) / N$$

$$= 1724 - (100)^2 / 10$$

$$= 1724 - 10000 = 724$$

Use the SSR in the following formula to obtain Kendall's 'W'

$$W = 12 \times SSR / K^2 N (N-1)$$

$$= 12 \times 724 / 9 \times 10 (10^2-1)$$

$$= 8688 / 8910 =$$

$$= 0.975$$

Test the significance of 'w' by using x² statistic

$$x^2 = K(n-1) w$$

$$= 3 (10 - 1) 0.975$$

$$= 3 \times 9 \times 0.975 = 26.325$$

Decision : At 9 df with 0.05 level of significance the TV = 16.919. The calculated value being 26.325 higher than the TV & hence 'w' fails to accept H0 and accepts H1. Hence we conclude that there exist significant relationship between drivers and organisational performance.