MANAGING THE ATTRITION RATE OF FACULTY MEMBERS IN SELF FINANCED PROFESSIONAL INSTITUTIONS IN DELHI AND NCR

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Abstract: The education system in India is much more improved these days and is one of the leading ones in the world. Besides various government initiatives, the role of the private institutions in the development of education industry in India cannot be denied. At present, India's private education market worth $68 billion. Now with 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. Again the lucrative opportunities available in the corporate sector exert a pull on the existing faculty towards the corporate career from academic profession. This creates a void at various levels in the existing institutes to be filled in. The occupational migration of faculty from academics to the core industry, the additional faculty requirement of the existing institute for newly introduced courses and the faculty required for the newly established college’s altogether creates an immense demand for faculty. This high demand and low supply is resulting in faculty crisis in the country, especially in self financed professional institutions. 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.

A high rate of employee turnover in an organization means increasing recruiting, selection and training costs. Moreover, lack of employee’s continuity involves high costs in the induction and training of new staff. Organizational productivity is also one of the challenges that arise as a consequence of turnover (Siong et al, 2006). In case of higher educational institutions, the cost of employees’ turnover is higher as human resources with knowledge and competences are the key assets and it affects the academic and research activities of the college. Quitting in the mid of semester, the affect is very high as it is difficult for both the college to arrange the substitute and student to adjust/accept new faculty in the mid of course.

Since, there is a considerable size of self financed institutions offering professional courses running in Delhi and NCR and the people are getting associated and planning to develop their career in this recession proof sector tremendously, the study will help examining several innovative and visionary pathways in the search for effective and efficient methods to improve retention of competent faculty members associated with self financed institution.

Keywords: Self-Financed Professional Institutions, Attrition Rate, Qualified Professionals.

BACKGROUND FOR THE RESEARCH

Every country, whether it is in developing phase or developed phase, need good education system for the development of its various industries and sectors of income. A well structured and developing education system is the basis of development in any country. All the sectors of an economy are dependent on good education system, which is delivered to the upcoming youth of the country. Quality education systems and proper dissemination of the educational values to students helps in the framing of intellectual minds for the growth of the country. It is immensely important for a country to have good
faculty and well-maintained educational structure so that the youth of the country are instilled with knowledge required to contribute in the country's development.

Moreover, liberalization of the Indian economy and rationalization of business procedures has ensured a high economic growth with a rapidly expanding base for the manufacturing and hi-end service sectors like finance, telecommunication, information technology etc. leading to the growth of higher education sector. In order to meet the demand, lots of private higher education players have entered into the education sector with a variety of courses and specialization. At present India is striving to compete as a globalized economy in areas that require highly trained professionals, and thus the quality of higher education has become increasingly important. Experience which the students will derive from higher education is, to a large extent, dependent on the performance of faculty, both as teachers and researchers. The faculty has a major role in student learning and thus in the present research, an attempt has been made to formulate an approach to prioritize the initiatives that institutions need to take for the retention of their competent faculty members, who serve as an asset for these institutions.

The education system in India is much more improved these days and is one of the leading ones in the world. Besides various government initiatives, the role of the private institutions in the development of education industry in India cannot be denied. At present, India's private education market worth $68 billion. Now with 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. Again the lucrative opportunities available in the corporate sector exert a pull on the existing faculty towards the corporate career from academic profession. This creates a void at various levels in the existing institutes to be filled in. The occupational migration of faculty from academics to the core industry, the additional faculty requirement of the existing institute for newly introduced courses and the faculty required for the newly established college’s altogether creates an immense demand for faculty. This high demand and low supply is resulting in faculty crisis in the country, especially in self financed professional institutions. 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. The biggest challenge for every institution is to ensure that the faculty attrition rates are kept within the permissible limits.

The three pillars of any higher education institution are: quality of faculty, infrastructure facilities and learning environment. With the increasing demand-supply gap, organizations are facing immense war for talent. Like business and industry, education field too is discovering the need for talent so as to meet the new quality standards demanded by the society and is also facing leadership crisis. While most higher education institutions, especially professional institutes and colleges are able to develop the needed skills in students for success in the working world, experience shows that the management of upcoming technical and management institutions has failed to be just and fair in the treatment with their faculty members, leading to high faculty turnover.
A high rate of employee turnover in an organization means increasing recruiting, selection and training costs. Moreover, lack of employee’s continuity involves high costs in the induction and training of new staff. Organizational productivity is also one of the challenges that arise as a consequence of turnover (Siong et al, 2006). In case of higher educational institutions, the cost of employees’ turnover is higher as human resources with knowledge and competences are the key assets and it affects the academic and research activities of the college. Quitting in the mid of semester, the affect is very high as it is difficult for both the college to arrange the substitute and student to adjust/accept new faculty in the mid of course. Employee’s turnover is a widely researched phenomenon. A huge amount of theoretical and empirical literature identified various factors/reasons responsible for employees’ turnover. However, there is no standard reason why people leave organization (Ongori, 2007).

Since, there is a considerable size of self financed institutions offering professional courses running in Delhi and NCR and the people are getting associated and planning to develop their career in this recession proof sector tremendously, the study will help examining several innovative and visionary pathways in the search for effective and efficient methods to improve retention of competent faculty members associated with self financed institution.

**PROBLEM STATEMENT**

In research process, the first and foremost step happens to be that of selecting and properly defining a research problem which must be unique. The basis of choosing this research area had been the practical encounter with the situation on my own. Being associated with education industry, especially private education market (self-financed institutions), nearly for past three years, I observed a growing concern for rising attrition rate in these institutions. These self-financed institutions offering professional courses are always in a faculty crunch either due to occupational migration of faculty members from academics to the core industry for their better career prospects in terms of growth and compensation, or failure of management of these institutions to be just and fair in the treatment with their faculty members, or lack of support for union formulation activities, leading to more victimization of exploitation by their employers, or decision for undertaking further higher studies, or family constraints and so on and so forth. Thus, the creation of interest and development of curiosity within myself to address and eradicate this growing concern amongst the self financed professional institutions motivated me to pick up this field as my research area. Moreover, this research field is

- Important and worthwhile for all the self-financed professional institutions.
- Not overdone, so it will not be a difficult task to throw a new light.
- Familiar and feasible, so sources of research are within reach.
- Ethical to study.

There are several factors which are found to be related to the actual turnover (i.e. attrition) (Cotton & Tuttle, 1986; Hulin, 1968; Horn, Katerberg & Hulin, 1979;Mobley, 1977;Porter, et al., 1974). Based on the literature, several general research problems are identified.
Firstly, the previous studies on turnover have been quite extensive. However, only relatively few of those studies have gone further to investigate the various factors related to employee’s intentions to leave the organization (i.e. behavioral intention). (Shore & Martin, 1989) noted that turnover intention (TI) is an appropriate dependent variable because it is linked with actual turnover. Therefore, research is still needed in this area to identify the related factors to these intentions to leave among the employees (faculty members) of the self financed institutions. Secondly, even though employee’s intention to leave the organization is found to be most immediate predictor of the actual turnover (i.e. leaving), several other factors (controllable factors) are also identified to be related to the actual turnover. Those are job satisfaction, job stress, organizational commitment and organizational factors (Hollenbeck & Williams, 1986; Horn et al., 1992; Mobley, 1977). 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. Thirdly, beside controllable and uncontrollable factors, several other factors are also quite consistently found to be related to the actual turnover. Those are 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).

Thus an attempt has been made to partition the effects of demographic variables (comprising age, gender, marital status, experience, employment tenure, income level, academic designation and department); uncontrollable variables (comprising perceived alternative employment opportunities and job-hopping); controllable variables (including organizational factors, attitude factors and organizational commitment) and personal variables on turnover intention. The partitioning of the effects would lead to better diagnosis of the turnover problem.

Based on the discussion of the pertinent issues and problem statement of the research, this research has been executed with the aim to answer and analyze the following questions:

i) What is the actual turnover rate of faculty members associated with self-financed institutions in Delhi and NCR?
ii) What is the associated cost of turnover per faculty member?
iii) Is there any difference on TI according to age, gender, marital status, experience, employment tenure, income level, academic designation and department?
iv) Is there any impact of personal factors on TI?
v) What is the relationship between TI and controllable factors?
vi) What is the relationship between TI and uncontrollable factors?

**OBJECTIVE OF THE STUDY**
The study identified 9 pertinent objectives as follows:
To determine the overall attrition rate of faculty members associated with self financed professional institutions running in Delhi & NCR.

To determine the cost of turnover borne by the management of institution per faculty member.

To identify the employee motivators for joining teaching profession and in particular a self financed professional institution as an employee.

To study the impact of demographic factors on turnover intention.

To study the impact of personal factors on turnover intention.

To study the relationship between turnover intention and controllable factors.

To study the relationship between turnover intention and uncontrollable factors.

To analyze the reasons for turnover intention in self financed professional institutions and provide with some corrective measures that can be adopted by the institutions for retaining their competent employees.

SIGNIFICANCE AND SCOPE OF THE STUDY
This study derives its significance from its potential contribution at two primary levels: theoretical and practical. At the theoretical level, the present study is expected to bridge a gap in the literature for empirical research focusing on employee's retention in Self Financed Professional Institutions. For the practical contributions, this study is expected to provide new solutions and visionary pathways in the search for effective and efficient methods to improve retention of competent faculty members associated with self financed institution. The findings of the current study can be used by organizations/institutions to develop policies, practices, and strategies that would enable higher levels of employee retention and create greater efficiencies in meeting strategic business objectives.

The research was aimed at determining the actual turnover rate prevailing in self financed institutions running in Delhi & NCR and its cost implication. Further on the research focused on determining the impact of personal factors, controllable factors (organizational factors, attitude factors and organizational commitment), and uncontrollable factors (perceived alternative employment opportunities and job-hopping) onto turnover intention further leading to actual turnover of the employees of self financed professional institutions. The research also delved upon the difference of employee’s age, gender, marital status, experience, employment tenure, income level, academic designation and department on turnover intention.

THEORETICAL FRAMEWORK

There is no evidence or clear consensus available in the reviewed literature to determine which factor is more important. Other extraneous variables like perceived job security, employability, cognitive orientation to the current position and organizational strategic initiatives like downsizing may have an impact on turnover. Analysing the major findings derived from the literature studied, the following turnover model may be proposed for the present research.
The framework proposed is based on analysis of the important constructs which act as strong predictors of voluntary turnover. In the proposed framework, controllable factors (including organizational factors, attitude factors and organizational commitment), uncontrollable factors (comprising perceived alternative employment opportunities and job-hopping), personal factors, and demographic variables (comprising age, gender, marital status, experience, employment tenure, income level, academic designation and department) are treated as independent variables which have a significant impact on dependent variable turnover intention.

Thus, after reviewing the pertinent literature on the field, the following theoretical framework model (Figure 1) was designed for the study undertaken.
STATEMENT OF HYPOTHESIS

In the course of the study the following hypotheses will be tested:

Demographic Factors:
- Age
- Gender
- Marital Status
- Education
- Experience
- Employment Tenure
- Income Level
- Academic Designation
- Department

Personal Factors:
- Personal Health
- Family Circumstances
- Social Status
- Difficult Job

Controllable Factors:
- Organizational Factors
  - Working Environment
  - HODs Commitment
  - Compensation
  - Training & Development
  - Organizational Justice
- Attitude Factors
  - Job Satisfaction
  - Job Stress
  - Organizational Commitment

Uncontrollable Factors:
- Perceived Alternative Employment Opportunities
- Job Hopping

Turnover Intention
H1: Demographic factors are associated with turnover intention. Specifically,
H1a: Age is negatively associated with turnover intention.
H1b: Males have greater intention to leave than females.
H1c: Unmarried have greater intention to leave than married.
H1d: Level of education is positively associated with turnover intention.
H1e: Tenure of an employee in an organization is negatively associated with his or her intention to leave.
H1f: Experience is negatively associated with turnover intention.
H1g: Level of income is negatively associated with turnover intention.
H1h: Position is negatively associated with turnover intention.
H1i: There is significant difference in turnover intention amongst various departments.

H2: Organizational factors are negatively associated with turnover intention. Specifically,
H2a: Working Environment is negatively associated with turnover intention.
H2b: Top Management/HODs Support is negatively associated with turnover intention.
H2c: Compensation is negatively associated with turnover intention.
H2d: Training and Developmental Opportunities is negatively associated with turnover intention.
H2e: Organizational Justice is negatively associated with turnover intention.

H3: Attitudinal factors are associated with turnover intention. Specifically,
H3a: Job Satisfaction is negatively associated with turnover intention.
H3a(i): Satisfaction with pay is negatively associated with turnover intention.
H3a(ii): Satisfaction with nature of work is negatively associated with turnover intention.
H3a(iii): Satisfaction with supervision is negatively associated with turnover intention.
H3b: Job Stress is positively associated with turnover intention.

H4: Organizational Commitment is negatively associated with turnover intention.

H5: Perceived Alternative Employment Opportunities is positively associated with turnover intention.

H6: Job Hopping is positively associated with turnover intention.

H7: Personal Factor is negatively associated with turnover intention.

RESEARCH DESIGN
For the study of cause-related behavioral intentions of turnover amongst faculty members of self-financed professional institutions, exploratory research in the form of secondary data analysis and focus groups was conducted to identify the causes that self-financed professional institutions should be concerned about for their increasing faculty turnover rate. As a result, the following causes were identified as salient: demographic variables (comprising age, gender, marital status, experience, employment tenure, income level, academic designation and department); uncontrollable variables (comprising perceived alternative employment opportunities and job-hopping); controllable variables (including organizational factors, attitude factors and organizational commitment) and personal variables.

Then conclusive research in the form of descriptive cross-sectional survey was undertaken to quantify how and why cause-related behavioral intentions of turnover amongst faculty members are influenced by identified variables (causes). A sample of 294 faculty members and 27 employers were surveyed by questionnaire and personal interview technique respectively.

Finally, the causal research in the form of experiment was designed for obtaining evidence about the nature of relationship between the causal variables (independent variables) and the effect (dependent variable) to be predicted.

Thus, the research study has four independent variables namely, controllable factors, uncontrollable factors, personal factors and demographic factors and one dependent variable i.e. turnover intention. The study determines the relationship between independent variables and dependent variable. Moreover, it also examines the extent to which controllable factors, uncontrollable factors, personal factors and demographic factors contributes in employee’s turnover intention and which factor contributes significantly and in what pattern.

**SAMPLING DESIGN**

Since the rising attrition rate of faculty members is a growing concern for all the self-financed professional institutions, and all the self-financed professional institutions are affected by their competent talent loss, so the population was defined to include all the self-financed professional institutions running in Delhi and NCR. All the faculty members associated with self-financed professional institutions were determined as an individual unit of analysis for the study. The sample size, determined by resource constraints and sample size used in similar studies, was 300 employees (faculty members working in self-financed professional institutions) and 30 employers of self-financed professional institutions.

The various steps undertaken in designing the sampling process were as follows:

1. **Target Population**: Assistant Professors, Associate Professors and Professors in self-financed professional institutions and their respective employers; **Sampling Unit**: every employed faculty member in self-financed professional institution and
their respective employer; Extent: Delhi and NCR; Time: The data was collected between February and August 2012.

2. **Sampling Frame:** The sampling frame consisted of an on-line dictionary listing the self financed professional institutions running in Delhi and NCR.

3. **Sampling Technique:** The sampling technique of the study relied on convenience sampling and snowball sampling.

4. **Sample size:** A sample of 300 employees and 30 employers of self financed institutions were taken in consideration for the study.

5. **Execution:** 325 questionnaires were distributed to the respondents (faculty members of self financed professional institutions), but out of the 325 respondents approached, after screening, finally 294 usable questionnaires were obtained. Also, the researcher personally tried to approach 30 employers of self financed professional institutions, but could make it to only 27. The researcher explained on the purpose of doing the research and asked respondents (employers of self financed professional institutions) to answer various questions pertaining to the field. The response rate, with 294 returned employee’s questionnaire, was 90.46%; whereas the employers interviewed response rate turned out to be 90.00%.

**QUESTIONNAIRE DESIGN**
The survey instrument consisted of five-page long questionnaire (A5 size paper) with a total of 86 close ended questions.

There are two parts in the questionnaire. In part I, questions required respondents to answer on their demographic profile (Q1-Q9). For demographic factors, respondents were asked to indicate their age (in years), gender, marital status, experience (in years), employment tenure (in years), income level (monthly gross income), academic designation and department.

Part II is further divided into 10 sections (section A,B,C,D,E,F,G,H,I,&J). Section A of part II, required respondents to answer 3 questions regarding their reasons for choosing teaching profession and section B required respondents to answer 11 questions pertaining to the choice of self financed professional institution in which they are currently employed. In section C, the respondents were required to answer questions pertaining to the independent variable for the study namely organizational factors (including working environment, HODs commitment, compensation, training & development, and organizational justice) comprising of 26 questions in totality. The researcher developed her own measure by conducting interviews with existing academicians in the field. The items generated from the interviews were pilot-tested. Based on the results of the pilot study, a 26 item scale to measure the impact of organizational factors was finalized. Further, in section D, the researcher used three items for measuring satisfaction with pay, satisfaction with nature of work, and supervision. The items were adapted from the
Minnesota Satisfaction Questionnaire; Weiss et al. (1967) and the Index of Organizational Reactions Questionnaire; Smith (1976). Researcher used 4 item scale to measure job stress in section E and 8 item scale to measure organizational commitment in section F, which were adapted from Porter e al.’s 15-item organizational commitment questionnaire. The perceived alternative employment opportunities (PAEO) scale contained six items and were adapted from Mowdey et al (1984), Billings and Wemmerus (1983), Arnold and Feldman (1982), and Michaels and Spector (1982), in section G. Also, the researcher used 3 item scale to measure job hopping and 4 item scale to measure personal factors in section H and I respectively. In the final section J, the researcher used the 3-item turnover intention scale from the Michigan Organizational Assessment Questionnaire (Cammann et al, 1979) to measure turnover intention. The scale has been used widely in past research.

Each respondent was asked to indicate the degree of agreement or disagreement on each of the item statement on a scale of 1 to 5, based on 5-point Likert scale. The opinion indicated as ‘strongly agree’ has been assigned a weight of 5, the opinion indicated as ‘agree’ has been assigned a weight of 4, the opinion indicated as ‘neutral’ has been assigned a weight of 3, the opinion indicated as ‘disagree’ has been assigned a weight of 2, the opinion indicated as ‘strongly disagree’ has been assigned a weight of 1.

**PILOT STUDY**

The pilot study of the research instrument was conducted during the month of January in the year 2012. The purpose of pre-test was to identify any ambiguous item in the instrument. This is shown through statistical results. The pilot study was facilitated to 50 respondents (faculty members) of self financed professional institutions. Time taken to complete the questionnaire ranged from 8-10 minutes. Feedback on clarity of words and instructions were positive with minimal changes needed. The respondents were able to understand all questions with little difficulty. The reliability of a measure indicates the extent to which the measures is without bias (error free) and hence offers consistent measurement across time and across the various items in the instrument (Cavana, Delahave and Sekaran, 2000). According to Sekaran (2003), any reliability coefficient less than 0.6 is considered poor, range of 0.7 is considered acceptable above 0.8 is considered good. The result of pilot study indicates that Cronbach's Alpha for all variables were acceptable having scores of 0.693 for reasons for joining teaching profession, 0.889 for reasons for joining the present college/institute, 0.889 for organizational factors, 0.783 for job satisfaction, 0.764 for job stress, 0.950 for organizational commitment, 0.871 for perceived alternative employment opportunities, 0.932 for job hopping, 0.565 for personal factors and 0.806 for turnover intention. The overall scale reliability was 0.884 which also shows that the scale exhibits high reliability. Therefore, the reliability coefficient of the pilot test was considered good.

**ASSESSMENT OF RELIABILITY**

In order to further the research, the collected questionnaires during the real period of the study were tested on its reliability scale. The reliability of the items was assessed by computing the coefficient alpha (Cronbach, 1951), which measures the internal
consistency of the items of the scale. For a construct/dimension to be considered reliable and acceptable, coefficient alpha of the scale should be above 0.7 but above 0.6 for new scales is also acceptable (Nunnally, 1978). Due to multi-dimensionality of the behavioural turnover intention construct, coefficient alpha was calculated separately for all the factors (dimensions) of the scale. In the current study, all alpha coefficients ranged from 0.601 to 0.963, indicating a good consistency amongst items within each factor (dimension). The overall scale reliability was 0.894 which also shows that the scale exhibits high reliability.

ASSESSMENT OF VALIDITY
Validity of a scaling procedure implies that the data must be unbiased and relevant to the characteristic/construct being measured. Different validity terms are used to demonstrate various aspects of validity. The types of validity which are generally referred in research literature include face/content validity and construct validity (Sureshchander, Rajendran and Anantharaman, 2002). One of the traditional methods widely adopted for assessing various validities is by way of calculating correlation coefficients (Peter 1981; Kumar, 2005).

Content Validity
The degree to which the measure spans the domain of construct’s theoretical definition is defined as the construct’s content validity (Rungtusanatham, 1998). Since the entire turnover intention dimensions were identified from the literature and were thoroughly reviewed by professionals of the education sector, content validity of the instrument used in the present study was ensured.

Construct Validity
Construct validity is “the vertical correspondence between the construct which is at an un-observable, conceptual level and a purported measure of it which is the operational level” (Peter, 1981). By empirically assessing convergent validity, construct validity can be established (O’Leary-Kelly and Vokurka, 1998).

Convergent Validity
Evidence for convergent validity is obtained when there is a high correlation between two or more measures that are believed to measure the same construct (Kaplan and Sacuzzo, 1993). In this study, the statements measuring “Perceived Alternative Employment Opportunities” and “Job Stress” represented by items E1-E4 and G1-G6 in the questionnaire were the other measures used. The correlation between the “Turnover Intention” scale with the other measures “Perceived Alternative Employment Opportunities” and “Job Stress” came out to be 0.722 and 0.575 respectively (p value > 0.01), indicating an acceptable convergent validity.

EXAMINE THE NORMALITY OF DATA
The most fundamental assumption in data analysis is normality, referring to the shape of data distribution for an individual metric variable and its correspondence to the normal distribution. If the variation from the normal is sufficiently large, all resulting statistical test are in valid, as normality is required to use F and t statistics (Hair, Anderson, Tatham
and Black, 1998). For the purpose of this study, the data for all the four variables namely Controllable Factors, Uncontrollable Factors, Personal Factors and Turnover Intention were tested through the normality test. The method used in this study was normal probability Q-Q plots. The normal distribution makes a straight diagonal line and the plotted residuals are compared with diagonal. The result found they are all at normal distribution.

**DATA ANALYSIS TECHNIQUES**

The data gathered will be analyzed using The Statistical Package for Social Sciences (SPSS, computer software version 20.0). All the items and variables were coded before entered in the computer. In this study, the responses and information collected from the survey will be tested using statistical techniques such as Frequency Analysis, Pearson Correlation, independent t-test, One-way ANOVA and Multiple Regression analysis.

The first section will present the descriptive statistics of the demographic characteristics of the respondents followed by the calculation of actual turnover rate and the estimated cost of turnover borne by the management of the institution per faculty member. Also, the employee motivators for joining teaching profession and in particular a Self Financed Professional Institution will be identified using mean response method. The next section will deal with hypotheses testing using multiple regression, t-Test and One-way ANOVA and also look at the inter correlations between all the variables.

**LIMITATIONS OF THE STUDY**

Every research has its own constraints, which puts limitations to work. Similarly, this research is not an exception from the same.

The limitations of the study undertaken are:

1. The researcher had to depend upon the information provided by the respondents and some of the respondents were reluctant in providing the right information whereas some provided it carelessly. Results drawn will be completely based on the information provided. So, sometimes all efforts fail to find the right result.
2. The findings were limited to the respondent’s perception of variable under investigation.
3. Due to limited knowledge available through literature review, the researcher could not cover each and every aspect related to it.
4. Because the research was restricted to specific areas (education industry, specifically self-financed professional institutions), the conclusions drawn, cannot be generalized to all the areas.
5. Sampling errors do creep in during the tenure of the study.
6. Inert feeling of researcher being management’s person lead to hesitation and hence biased responses were there.
7. It is a research effort undertaken by an individual, which is not funded by any body or organization, so the researcher (an individual) encountered with certain limitations of lack of funds, manpower etc.

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