

Determinants of Faculty Retention: A Study of Engineering and Management Institutes in the State of Uttar Pradesh and NCR Delhi

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Abstract: *Quality education is absolutely essential for the overall development of the human resource base of a country. This requires imparting of appropriate knowledge, skills and values to the students. To achieve this faculty is the main source and instrument. In the present scenario where engineering and management institutes have increased manifold in last two decades, an imbalance between demand for qualified and trained faculty and its supply has emerged. In this situation, the recruitment and retention of talented faculty becomes crucial. However, due to demand exceeding the supply, heavy faculty turnovers is being observed in recent years. The present study examines the major factors on which the retention of faculty depends. To identify the factors on which faculty retention depends, the existing literature has been thoroughly examined and the important factors have been identified. Based on these factors, a questionnaire has been developed, whose reliability and validity has been tested. The developed questionnaire has been administered on management and engineering institutes operating in U.P. and N.C.R. Delhi. Exploratory Factor Analysis (EFC) technique has been used to identify the most significant factors affecting faculty retention. The results of the study could be used by management and engineering institutes to devise strategies for effective use of faculty and their retention.*

Keywords: *Faculty; Retention; Turnover; Higher Education Institutions; Personal/ Familial; Social; Economic; Professional; Security; Infrastructural; Work Conditions.*

1. INTRODUCTION

The global world in which we live today is best characterized by the acronym VUCA, where V stands for volatility, U for uncertainty, C for complexity and A for ambiguity. In such a complex and uncertain world, the competence of managerial and operating staff becomes important for organizations. All business and other organizations are therefore, competing for the talent to realize organizational objectives. We are graduating towards knowledge society, in which educational institutions of higher learning especially those engaged in science & technology can play an important role in nurturing human beings capable of carrying out business operations, research & innovations and other activities required for the progress of the society. India in its drive to emerge as the knowledge society and gain technological superiority for faster growth and development of its citizens has given importance to the development of higher education in general and engineering and management education in special. In last two decades or so huge demand for technical and managerial manpower has been created in the business and non-business organisations. To meet the rising demand for technical and professional manpower regulatory bodies (UGC and AICTE) followed the liberal approach by permitting the private sector to provide technical and professional education. As a result of liberal

policies of AICTE/UGC the total number of engineering institutes (graduate and postgraduate) in the country increased from 1511 in 2006-07 to 3345 in 2014-15. In these engineering colleges presently the sanctioned intake is 1.76 million students whereas the actual intake is 1.2 million students. The management institutions have also increased at a fast rate. Today there are about 3764 management institutes with student intake of 4,49,829 offering different management programs in India. As per UGC report the total number of faculty engaged in these engineering colleges is about 4,57,295 where as the number in management institutes (PG only) is about 55434. This massive expansion in engineering and management education has created huge demand for trained and qualified faculty which most of the institutes failed to manage. Professionals' movement from institutes to industry and industry to institutes has increased on account of better salary and career expectations.

Faculty retention is an effort by which the faculty is incited to prolong their tenure or stay with University/ institution for a longer possible period of time or until the project for which one is engaged is completed. Similarly, faculty retention is a crucial aspect for maintaining the quality of education and research. The quality of academic staff is directly reflected in the quality of education programs and the perception of institute, in academic as well as business environment. The strength,

in both research and teaching is a source of competitive differentiation in the higher/ professional education. Inadequate understanding of factors promoting faculty retention may result in suboptimal resource allocation leading to absenteeism, costly re-training, output slowdowns and eventually leaving the organization by the employees. The high faculty turnover over the years has resulted in disruption of innovations and research and has brought uncertainty in educational institutions.

Faculty turnover reflects faculty's transition from one job/institute to another. Since faculty is the lifeblood of the higher education system, priority must be given to recruit talented faculty having sound credentials. The institutions are at the top in their area because they provide value proposition to their faculty and keep them glued to the institution. The faculty stays or leaves the institution for some reasons. Through development of healthy academic and work environment in the institution faculty stay can be prolonged.

2. LITERATURE REVIEW

Although the literature covers a wide variety of factors responsible for teacher retention, it reveals that retention is essential to prolong the dissemination of quality education. It provides competitive advantage to both faculty and an educational institute. Despite putting lot of efforts to retain talent, fundamental problem of talent drain still remain the same or questionable. Bogdanowicz and Bailey (2002)[4] reported that in fast growing economic and market conditions, knowledge management and intellectual assets/ capital are found significant indicators of success. Therefore, it has become very crucial to retain the talent possessing right knowledge, skills and abilities to uphold their core competitive edge. Giacometti (2005)[9] conducted a survey on factors affecting job satisfaction and retention of faculty. The survey revealed factors like compensation (salary and monetary benefits); work culture (consisting of administrative support, bureaucracy, collegial support, moral support and evaluation of performance) and job security & social issues like reputation / brand etc. as vital factors for retention of faculty in any private institute or University.

Bhavna & Rajashree (2012)[3] states the fundamental factors related to organization that contributes to teacher's commitment to the workplace which is measured in terms of their dissatisfaction and absenteeism from workplace and is highly correlated with turnover. The study also found that non-monetary incentives like performance based promotion, research allowances, reduced teaching load to promote research, help in recruiting and retaining faculty without increasing salary. In addition, insufficient support (personal as well as financial), receiving disrespectful treatment and mismatched institutional and individual goals are negative aspects of the institute's working environment and also influence teachers' turnover.

According to Zakia, Jashim and Shah (2010)[18] faculty turnover is the reflection of dissatisfaction that arises from absence of professional development, autonomy, unfairness in rewards and recognition, toxicity in working environment, unsatisfactory compensation package, unsatisfactory research & publication facilities and lack of administrative and technical support. Furthermore factors like excessive work load (teaching hours), poor students quality and faculty performance appraisal based of student's feedback, discrimination in recognition, absence of training and career growth are associated and responsible for high rate of mobility of faculty.

Dee (2010)[7] on one side suggested that retention strategies for older faculty may include health insurance, retirement package and professional growth among others and on other side of the study he found that higher rate of faculty turnover may be costly in terms of the reputation of an institution and academic quality. Akila (2012)[1] pointed out that faculty retention can be enhanced through regular feedback on grievances, problems and stress management. Malvern, Michael & Crispen (2010)[13] identified several factors like management attitude, lack of recognition, absence of competitive salary & compensation and lack of retention strategy, which are responsible for motivating faculty to shift from one institute to another. Other motivational factors that play important role include; rewards system, job security and promotion policy.

Manhertz (2008)[12] suggested in his study that employee recognition, competitive compensation, growth and development opportunities and healthy work life balance play vital role in retention. Whereas Farrell (2009)[8] emphasized on different elements of the campus culture like artifacts, behavioral norms, values, and employee training programs often found significant in continuation of the job. Kwenin (2013)[10] recommends that top management should provide value element in the job profile and working conditions to make faculty more satisfying to stay.

In a survey on Challenges of faculty retention (2009)[6] it has been observed that research facility is one of the best incentive to retain faculty but the survey reveals that 90 percent of the faculty deal with only teaching while a mere 20 percent are involved in research and publications as well. Apart from lack of research facility, compensation along with other employee benefits is also an important professional reason for faculty resignations. The faculty's parameters of satisfactions are different from corporate professionals; rather than high pay packages, teachers need recognition and appreciation so that they feel inspired.

Other factors like having salary at par with the industry; providing medical benefits, performance oriented promotions; training, a transparent appraisal system and providing housing facilities are other factors that play vital role in faculty turnover.

Winter (2009)[1] found many issues that are related to retention like salary, research expectations, institution/ management commitment and reputation of the institution

to attract faculty at the level of associate professor and professor. Ambrose, Susan, Therese & Marie (2005)[2] states that salary is not the only prime factor in faculty retention, there are many more factors like issue of congeniality, intra-departmental issues and incivility, lack of monitoring, lack of information regarding reappointment, promotion policy and tenure benefits, mentorship, career development and departmental or group politics, which are major source of dissatisfaction. In addition to these factors, lack of a sense of being part of community or poor treatment of employees by head / leadership also affect retention of faculty in institutions. According to Latif, David & Joseph (2001)[11] only dissatisfaction from the working environment would not make faculty to leave the institute, there are some more factors that contribute to faculty turnover such as lack of development programs including mentorship programs, sense of belongingness to the institution, fringe benefits and leave rules.

Murnane & Olsen (1991)[14] pointed out that faculty who were offered less salary is likely to move out of the institution after completion of first year as compared to those who received high salary. According to Sifuna (1998)[16] some faculty move to other Universities for better salary and working conditions and emphasized on the need for human resource planning in order to retain productive faculty.

The review of literature is the theoretical and structural framework of this research paper that furnishes an overview of the determinants which may precede a talented human resource to move out or stay longer in an institution. The past research studies also show that talent retention has become an important concern for the institutions which needs to be addressed.

3. OBJECTIVES OF THE STUDY

This paper attempts to explore important determinants and their relationships which contribute to the intention of faculty to shift a job in management and engineering institutes.

4. RESEARCH METHODOLOGY

Generally, a research work follows a certain structural process. Though the order of steps taken may vary depending on the subject matter and the researcher, the research has one dependent variable i.e. faculty turnover intention and eight independent variables namely 1- personal /familial factors, 2- social factors, 3-economic factors, 4- professional factors, 5- security factors, 6- infrastructural factors, 7- work condition factors and 8- research related factors.

In the functional form, factors considered for the survey are as under:

$FR = f(P/FF, SF, EF, PF, SF, IF, WCF, RRF)$

Whereas,

FR= Faculty Retention.

P/FF= Personal /Familial Factors (family matters like children education, spouse job, parents' health, home city or other familial/ personal factors)

SF= Social Factors (culture, caste, creed, religion, regional traits etc.)

EF= Economic Factors (salary, perks, increments are basis for job change)

PF= Professional Factors (opportunities, job prospects, job profile, quality of students, brand /reputation of the institute)

SF= Security Factors (job security)

IF= Infrastructural Factors (extent of availability of facilities like technology, library, comfortable sitting arrangements, canteen etc.)

WCF= Work Condition Factors (work load, politics, enabling/ disabling environment, flexibility in working schedules, inter and intra communication)

RRF= Research Related Factors (basic research facilities, facilitating research environment etc.)

The main objective of this study is to discover the correlation between dependent variable and independent variables. Moreover, to know to what extent independent variables contribute in turnover intention in management and engineering educational institutes in the State of Uttar Pradesh and N.C.R. Delhi region and which factors contribute significantly in this decision, eventually resulted in selection of 8 major factors, divided further under 30 sub-factors in the final questionnaire. We administered this questionnaire on faculty working in management and engineering institutes within Uttar Pradesh and NCR Delhi. All respondents were asked to attribute a score to each of these 30 factors put under eight categories. We have used both online and off line survey techniques in our research. Before framing this questionnaire, the reliability of the constructs incorporated in the study has been measured in terms of Cronbach's α value.

5. RESEARCH DESIGN

A structured questionnaire has been designed to collect primary data from the institutions in Uttar Pradesh and N.C.R. Delhi. Different factors were identified through exploratory study of literature and the validity of the questionnaire has been checked through content validity.

5.1 Sample

The list of approved management and engineering institutions by the All India Council for Technical Education (AICTE) in Uttar Pradesh and NCR Delhi was procured from AICTE's website. Random sampling method has been used in the study. Faculty working in management and engineering institutes constitutes the elements of sample for the study. Faculty has been contacted personally as well as through email for getting the questionnaires filled. Approximately 500 faculty from the disciplines of engineering and management have been contacted and finally 226 questionnaires complete in all respects have been retained for further analysis. Sample distribution in the study is follows:

Table 1: Respondents Description

Gender	Female	72
	Male	154
Marital Status	Married	167
	Unmarried	59
Discipline	Management	118
	Engineering	108
Designation	Assistant Professor	171
	Associate Professor	34
	Professor	21
Total		226

5.2 Data Analysis

Exploratory factor analysis technique has been applied to develop the measurement of perception of faculty on retention strategies adopted by the institutes using SPSS V 19. Based on content validity of the considered factors in pilot study, the following factors are found significant for faculty retention: (1) A1- Spouse working in same the organisation; (2) A2 – Education of children at one place; (3) A3 - Family is more important; (4) A4 - The caste and religion are the basis for recruitment and promotion; (5) A5 -Regional environment in an organisation; (6) A6 - Competence comes with diversity; (7) A7 - Working with colleagues of same gender; (8) A8 - Salary is the most important factor; (9) A9 - Provision of financial assistance for research/ higher education; (10) A10 - Provision for financial assistance for participation in workshops/ seminars/ FDPs; (11) A11 - Provision for additional facilities like accommodation, travelling, medical allowances etc; (12) A12 - Provision for provident fund/ child education/ insurance etc.; (13) A13 - More opportunities, responsibility and authority; (14) A14 - More opportunities for professional growth; (15) A15 - Fairness and transparency in promotion policy; (16) A16- Job security; (17) A17 - Security of timely payment of

salary; (18) A18 -Faculty performance; (19) A19 - working environment of the organization is unpredictable; (20) A20 - Availability of facilities like air conditioning/ personal desktops/ others are a must; (21) A21 - Availability of facilities like internet, modern class rooms, LCDs etc.; (22) A22 - Location of the institute/ campus; (23) A23 - Provision for comfortable seating of faculty; (24) A24 - Work place politics; (25) A25 - Excess of workload; (26) A26 -Favourable/ positive management style/ attitude towards faculty help; (27) A27 -Lack of clarity on organizational policies, communication system, authority & responsibility and division of work; (28) A28 - Availability of basic research facilities like labs., softwares and important data bases; (29) A29 - Existence of facilitating research environment like provision for leave, flexibility in working time and some financial assistance; (30) A30 - Promotion of research competence building programs like FDPs, organizing seminars/ conferences /workshops. The data on these items has been collected on a 5 point likert scale. Principal component analysis has been used with Varimax rotation. The correlation between factors and associate items has been expressed by means of factorial loads and regression analysis.

5.3 Factor Analysis

Table 2: Results of KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.710
Bartlett's Test of Sphericity	Approx. Chi-Square	7203.207
	df	703
	Sig.	.000

The KMO (Kaiser- Meyer- Olken) measure of sampling adequacy is found to be 0.710 and is significant with Chi- square value of Bartlett's test of sphericity (Ch. Sq. =

7203.207). This connotes that the factor analysis is acceptable. The factor loadings for the components have been shown in Table 3.

Table 3: Results of Rotated Component Matrix

Factor	Component							
	1	2	3	4	5	6	7	8
A1 Spouse working in same the organization.	0.894							
A2 Education of children at one place.	0.87							

A3 Family is more important.	0.842							
A4 The caste and religion are the basis for recruitment and promotion.	0.631							
A19 Working environment of the organization is unpredictable.	0.261							
A5 Regional environment in an organization	0.86							
A6 Competence comes with diversity.	0.843							
A7 Working with colleagues of same gender.	0.685							
A8 Salary is the most important factor.	0.647							
A9 Provision of financial assistance for research/ higher education.		0.879						
A10 Provision for financial assistance for participation in workshops/ seminars/ FDPs.		0.864						
A11 Provision for additional facilities like accommodation, travelling, medical allowances etc.		0.821						
A12 Provision for provident fund/ child education/ insurance etc.		0.721						
A13 More opportunities, responsibility and authority.			0.847					
A14 More opportunities for professional growth.			0.591					
A15 Fairness and transparency in promotion policy.			0.563					
A16 Job security.			0.542					
A17 Security of timely payment of salary.				0.698				
A20 Availability of facilities like air conditioning/ personal desktops/ others.				0.58				
A21 Availability of facilities like internet, modern class rooms, LCDs etc.				0.56				
A22 Location of the institute/ campus.					0.878			
A23 Provision for comfortable seating of faculty.					0.736			
A24 Work place politics.					0.694			
A25 Excess of workload.						0.775		
A26 Favorable/ positive management style/ attitude towards faculty.						0.704		
A27 Lack of clarity on organizational policies, communication system, authority & responsibility and division of work.						0.666		
A28 Availability of basic research facilities like labs, softwares and important data bases.						0.543		
A29 Existence of facilitating research environment like provision for leave, flexibility in working time and some financial assistance.							0.808	
A30 Promotion of research competence building programs like FDPs, organizing seminars/ conferences /workshops.							0.787	
A18 Faculty performance								0.324

Extraction Method: Principal Component Analysis,

Rotation Method: Varimax with Kaiser normalization and rotations converged in 8 iterations.

5.4 Regression Analysis

Table 4: Summary of Results of the Model

Model	R	R- Square	Adjusted R -Square	Std. Error of the Estimate	Durbin-Watson
1	0.991 ^a	0.983	0.982	0.05662	2.466

Dependent Variable: OA

R-square depicts the goodness of fit of the model. In the above model summary, R- square value is observed to be

0.983 which means that model is 98.3% fit for consideration.

Table 5: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	39.302	8	4.913	1532.617	.000 ^b
Residual	0.689	215	0.003		
Total	39.992	223			

Dependent Variable: OA

Faculty retention has been found to be dependent on independent variables (factors) through use of ANOVA techniques. The significance level is 0.000, which shows

that independent variables are found to be significant and indicate the acceptance of null hypothesis (H0) that faculty retention can be determined by considered factor.

Table 6: Coefficient Values

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.342	.004		1147.820	.000
REGR factor score 1 for analysis 1	.149	.004	.352	39.270	.000
REGR factor score 2 for analysis 1	.034	.004	.079	8.842	.000
REGR factor score 3 for analysis 1	.209	.004	.492	54.999	.000
REGR factor score 4 for analysis 1	.048	.004	.114	12.774	.000
REGR factor score 5 for analysis 1	.049	.004	.116	12.930	.000
REGR factor score 6 for analysis 1	.041	.004	.097	10.827	.000
REGR factor score 7 for analysis 1	.321	.004	.758	84.664	.000
REGR factor score 8 for analysis 1	-.002	.004	-.004	-.419	.676

Dependent Variable: OA

Standard coefficient (beta) depicts the significant contribution of independent variable. In above table REGR factor score 7 (i.e. work condition factors) having beta .758 is the highest contributing component to faculty retention, followed by REGR factor score 3 (beta .492) and REGR factor score 1 (beta .352). Although other factors are also contributing to dependent variable but there is only one component i.e. REGR factor score 8 (beta -.419) which does not contribute to the dependent variable (faculty retention).

6. FINDINGS OF THE STUDY

It is a rational study of the determinants of faculty retention in private and public institutes. The study reveals that:

The KMO (Kaiser- Meyer- Olken) measure of sampling adequacy value is .710 and chi square value of Bartlett's test of sphericity is 7203.207 which is fairly considered good and considerable and also connotes that the results of factor analysis are acceptable. (Table 2)

Based on the extensive review of literature 30 factors have been identified, which by applying Factor Analysis have been clubbed into 08 components. (Table3)

The results of regression analysis in table 4 shows R square value to be .983 which indicates that the model is 98.3% fit for consideration.

ANOVA results in Table 5, indicates that the significance level is .000 implying there by that independent variables are found to be significant. It also indicates the acceptance of null hypothesis (H0) that faculty retention can be determined by considered factors.

The results presented in Table 6 , shows that with REGR factor score of 7 and beta value of .758, work condition factors is the highest contributing component to faculty retention, followed by economic factors (with REGR factor score of 3 and beta value of .492) , and personal factors (REGR factor score of 1 and beta value of .352). To our surprise research factors with REGR factor score of 8 and beta value of (-) .419 does not contribute much to the dependent variable (faculty retention). Probably this is due to low priority being assigned to research in these institutions and faculty performance is measured in terms of only teaching. Faculty therefore doesn't consider research as their performance measure.

7. SUMMARY AND CONCLUSIONS

At present the major challenge before the institutions engaged in imparting quality management and engineering education is to recruit and retain qualified and experienced faculty. The problem has accentuated on account of the fact that after economic liberalization huge demand for talented and skilled engineers and managers has been created in the corporate sector. Corporate sector also offers better compensation and career opportunities thus creating difficulties for educational institutes. The educational institutions have to compete with corporate sector for talented faculty. The educational institutes therefore on the one hand can hardly afford to loose a talented faculty once working with them, on the other hand efforts should be made to attract the good faculty towards the institute and it should be made a strategic objective.

The result of the study shows that many factors contribute towards the faculty's decision to shift from their present job. Although all the factors except research are found to be important for faculty retention, yet some factors are found to be more important than others. Factors related to working conditions, finance & salary (i.e. economic incentives) and personal/ familial factors are found to be contributing more towards job shift intention of the faculty than factors related with security, professional approach in managing the institution, infrastructural and addressing of social issues. Research perhaps does not form criteria for the performance evaluation of faculty in the institutes covered under the study. It also hints to the fact that focus in these institutions is solely on teaching and research is hardly given any weightage. Further in initial phases of development the priority generally is given to strengthening of infrastructure and teaching. Research takes some time and the process is gradual. Gradual development of research culture and facilities in educational institutions however becomes crucial to attract and retain faculty and impart quality education. Institutions can develop strategies by incorporating factors identified in the study for faculty retention and stop their turnover from the institution.

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