

## Document Information

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#### CHAPTER 1 INTRODUCTION

Higher education comprises all post-secondary education, training, and research guidance at education institutions authorized as an institution of higher education by central or state regulating bodies. It is the final stage of formal learning. Teenagers attend college to achieve their financial or personal future goals. The main objective of higher education is to develop an individual's abilities for the future. Career preparedness for students is contributed by professional courses in higher education institutions.

India has one of the largest networks of higher education institutions in the world. India's higher education sector provides ample growth opportunities. A total of 1,113 Universities, 43,796 Colleges and 11,296 Stand Alone Institutions were registered in AISHE 2020-21. The increases of 70 Universities, 1453 colleges encountered in the period of 2020-21. Availability of colleges per lakh of eligible students (age group 18-23) is 31. The classification the university and colleges are as 21.4% government colleges, 13.6% Private (aided) and 65% private (unaided). An increase of nearly 4.13 crore learner's enrollment in 2020-21 from 2019-20 is identified. Government college has a share of 34.5% of enrollment, Private (Aided) colleges has 21.1% of enrollment and 44.4% of enrollment at private unaided colleges. Total of 15, 51070 teachers are serving the teaching profession in different universities and colleges in India. A large segment of youth is aspirant for different career advancement courses. The growth in higher education institutions such as public and private universities/institutions provide numerous opportunities in the education sector (AISHE, 2020-21).








Professional higher education institutions offer different career-oriented courses including Applied Arts & Crafts, Architecture & Town Plan, Architecture & Planning, Architecture, Planning, Design, Town Planning, Engineering & Technology, Management, MCA, Pharmacy, and Hotel Management & Catering. The structure of higher education institutions in India comprises Universities- Central, State, Government degree & Post degree colleges, Aided degree & Post degree colleges, Private Universities, Deemed Universities, Agricultural universities, IIT, and many campuses and affiliated institutions under the state and central affiliating bodies. The proposed study tries to focus on the professional higher educational institution environment and teachers' stay in an institution.

1 Higher Education Institutions status in Uttarakhand, India The Indian state of Uttarakhand, located in the country's extreme north, is home to several prestigious educational establishments, such as universities, colleges, and technical schools. In recent years, the gorgeous state of Uttarakhand in northern India has developed into an educational center, featuring a broad range of higher education institutions. Uttarakhand is in the Himalayan Mountain range. These institutions play an important part in sculpting the academic environment and providing the young people of the state with the knowledge and skills they need to become productive members of society.

## Document Information

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CHAPTER 2 LITERATURE REVIEW For the present study, literature review can be classified into three segments as follows: 1. Conceptual understanding of Organizational Environment 2. Organizational Environment factors influencing the teachers' retention in Higher Education Institutions (HEIs). 3. Practices, Policies and Strategies of Teachers' retention in HEIs of India. 2.1 Organizational Environment

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#### CHAPTER-3 RESEARCH METHODOLOGY

The purpose of the study is to get the insights of Higher Education Institution's environment which make academicians stay for long time. The environment of the institution has many factors that affect the retention of academicians in the institutions. Recognition of environment factors (internal as well as external), their importance in retaining the teachers in institutions is prime objective of the study. The study will try to examine the organizational (HEIs) factors and their influence on the retention of academicians. The study will further try to examine the differences or similarities between the public and private HEIs retention policies and practices for teachers. The cross-sectional research design was used for this research under descriptive research. The descriptive research was carried through a structured questionnaire helped in describing the impact of organizational environment on retention and comparison of public and private HEIs retention policies and practices. The study was qualitative and quantitative nature as the qualitatively factors were collected through experts' opinion and literature review and quantitative data was collected from respondent through questionnaire. The study tried to attain the objectives detailed below. The specific objectives of the study are

1. To identify the environmental factors inside the organization with respect to retention of professional teachers' in HEIs of Uttarakhand.
2. To examine the impact of environmental factors inside the organization with respect to retention of professional teachers' in HEIs of Uttarakhand.
3. To identify the environmental factors outside the organization with respect to retention of professional teachers' in HEIs of Uttarakhand.
4. To examine the impact of environmental factors outside the with respect to retention of professional teachers' in HEIs of Uttarakhand.
5. To compare the effect of the type of institution public/private on retention of professional teachers' in HEIs of Uttarakhand.

#### 3.1 Conceptual Framework

The operational definition of the terms and concepts used –




- (i) Professional Higher Education Institutions: All higher education institutions/universities consisting maximum number of professional courses are termed as professional higher education institutions (PHEIs).
- (ii) Professional Courses: Courses as Applied Arts & Crafts, Architecture & Town Plan, Architecture & Planning, Architecture, Planning, Design, Town Planning, Engineering & Technology, Management, MCA, Pharmacy, and Hotel Management & Catering are termed as professional courses.
- (iii) Organizational Environment: Any internal and external environment that surrounds an individual and has the potential to affect all or part of the organization.
- (iv) Professional Teachers' of HEIs: All the teachers' engaged in professional course teaching in Higher Education Institution (HEIs).

#### 3.2 Methodology

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CHAPTER 4  
DATA ANALYSIS AND INTERPRETATION The current study aims at understanding the impact of organizational environment on teachers' retention with reference to Higher Education Institutions in Uttarakhand for Professional courses teachers. To attain the objectives under the research study questionnaire was constructed based on literature review variables and experts' opinion. The Likert scale formed for internal and external factors impact measurement on professional courses teachers' retention. The identified internal factors through extensive literature review and experts opinion were lists as : JOB RELATED FACTORS ( Teaching Experience, Workload, Nature of Job (Permanent/temporary), Research, The intellectual Stimulation, The Vision, Mission and Objectives, HR Practices, Admission Policies, Institution Infrastructure and Technical facilities, Job-Embedded Training, Administrative Support, Leadership, Collegial Support, Student discipline, Compensation, Rewards and Recognition), MOTIVATIONAL AND WELL BEING FACTORS (Work Motivation, Personal Motivation, Perceived State of Health, Work Atmosphere, Ethnic Diversity/Diverse Workforce ). The five-point Likert scale of indicating 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, was constructed to examine the impact. Items under the questionnaire has representation from each factor indicated under the internal and external factors listed through literature review and expert opinion. The internal factor contains 67 items to cover the variables under the factor and external factor contain 23 items to estimate the impact. In course of estimation of the sample size the Cochran formula with a precision of  $\pm 5\%$ , 95% of confidence level, and assumed variability  $p=0.5$  was used, the sample size would be  
 $n_0 = \frac{Z^2 p q e^2}{(0.05)^2} = \frac{(1.96)^2 (0.5) * (0.5) / (0.05)^2}{0.05} = 385$  teachers  
The estimation of the sample required population information. The teachers in professional HEIs of Uttarakhand are 5335 (as per AICTE for the academic year 2020-21). The correct sample size for finite population correction will provide the sample size as  
 $n = n_0 + \frac{n_0^2}{N} = 385 + \frac{385^2}{5335} = 411$

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CHAPTER 5 FINDINGS & SUGGESTIONS FINDINGS The preceding chapters encompass an examination of both secondary and primary data, which were collected during the research study. Statistical methods were employed to accomplish the research objectives. In the current chapter, the outcomes derived from the analysis with respect to the research objectives are presented. Extensive research was conducted, involving an in-depth analysis of academic literature and consultations with experts, to gain insights into the organizational dynamics affecting teacher retention within universities and institutions. Valuable perspectives were gathered from experienced educators, known for their extensive academic backgrounds and dual roles in both teaching and administrative capacities. These insights were garnered during their active tenures, providing a nuanced understanding of the factors at play. The findings of this research effort culminated in the categorization of organizational influences into two primary dimensions: "internal factors" and "external factors," both exerting significant influence on the retention of teachers. In particular, the focus of this study lies on the "internal and external factors," encompassing a range of elements that collectively contribute to the preservation of a conducive environment for teachers within universities and institutions. The identified elements under internal factors are; teaching experience, workload, nature of job (permanent/non-permanent), research, intellectual stimulation, vision, mission, & objectives, HR practices, admission policies, institution infrastructure & technical facilities, job-embedded training, administrative support, leadership, collegial support, student discipline, compensation, reward & recognition, work motivation, personal motivation, perceived state of health, work atmosphere, and ethnic diversity/diverse workforce. The "External factors" within the organizational environment were identified through a comprehensive review of literature and expert insights. These encompass residence distance from institution, location of the institution, economic development level of the region, living cost, competition, spouse's working opportunities, level of educational development in the region, and prestige of the institution.