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Factors Affecting Attrition: An Empirical Study Concerning Business School Faculty in the Hyderabad Metro

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ABSTRACT: The authors investigated the impact of work-related factors such as employee performance, job satisfaction, training, work-life balance and salary on employee attrition concerning business school faculty employees. The data were collected via a structured questionnaire to measure six reflective constructs: employee performance, job satisfaction, training, salary hikes, work–life balance and attrition. The data were gathered using convenience sampling to reach the target population. Five hundred valid responses were analyzed via exploratory factor analysis, confirmatory factor analysis, and structural equation modeling analysis. The factor analysis distributed 27 variables into 6 components. The structural equation modeling results indicate that the measurements were excellent, as revealed by the modification indices, and that the model fit was excellent. The structural equation modeling analysis results indicate that there is a statistically significant relationship between work-related dimensions and attrition. Furthermore, the impacts of employee performance (ß=0.399, t=10.708, p<0.001), job satisfaction (ß=0.132, t=3.219, p<0.001), training (ß=0.226 t=7550, p<0.001), work–life balance (ß=0.136, t=4.689, p<0.001), and salary (ß=0.126, t=5.126, p<0.001) were statistically significant (p<0.001) and influenced employee attrition. The results of gender parity indicate a statistically significant group difference among the male and female employee attrition rates. The results have several theoretical and practical implications for the management of business schools. The study suggests that organizations should focus on employee training satisfaction, performance appraisals, salary hikes, work–life balance, job satisfaction, and employee commitment to maintain healthy attrition. The authors suggest considering all the employee-related factors to mitigate attrition issues.

Keywords: attrition, training, salary hike, employee performance, job satisfaction.

I. INTRODUCTION

The word "attrition" characterizes the deliberate and gradual decrease in the workforce that occurs when employees leave a company without being replaced. HR professionals use it repeatedly to refer to the procedure of lowering an organization's personnel. In this instance, downsizing is voluntary; workers retire or resign, the company does not replace them, and it is referred to as hiring freeze. Unsatisfactory packaging, less growth and career development opportunities, poor work–life balance, relocation, and poor working environments are some of the reasons why employee attrition will occur.

Organizations in a variety of industries are very concerned with employee attrition because high turnover rates can result in considerable expenses and operational interruptions. Employee attrition is also a critical issue influenced by multiple work-related factors. Understanding the factors that contribute to employee attrition is crucial for developing effective retention strategies. Research indicates that work-related dimensions such as

performance, salary, job satisfaction, work–life balance, and training play pivotal roles in influencing employee turnover [1-3]. For example, employee performance and job satisfaction have been shown to directly impact turnover intentions, with high-performing and satisfied employees being less likely to leave their organizations [4, 5]. Inadequate slary can lead to dissatisfaction among employees, which can lead to attrition [6, 7]. Job satisfaction and work–life balance are other factors that can lead to employee attrition with turnover intentions [8]. The pandemic of COVID-19 has altered work dynamics, and remote working is another concern because not having work–life balance is the reason for attrition [9, 10]. Employee performance and satisfaction are directly impacted by training and compensation, which affects turnover rates, and evidence of the impact of training and attrition is well documented [11]. Professional development programs, which are trained on the latest aspects, can mitigate attitudes toward intention to leave by increasing job satisfaction and career growth prospects [12, 13]. To help organizations adopt targeted interventions to retain talent and enhance organizational stability, this study investigated the complex relationship between various work-related characteristics and attrition.

The increasing number of women attending engineering schools is a concern, but few continue to work in the field. The Women in Science and Engineering (WISE) student group organizes events to build confidence, network, and form lifelong friendships, which can enhance female retention in academia and industry [14] . In another study, the indings indicated that the primary causes of the attrition problem in the organization were a lack of pay and benefits, better opportunities, and departmental problems [15].

A study that explored attrition in academic career in neoliberal academia focused on the development of academic identity and its influence on career ambitions. Through 28 narrative interviews, four paths for the formation of an academic identity were identified, along with four narratives of attrition and three ideals of "proper academics", reflecting these trajectories. A paradox of academic identity is produced by the academic setting, which lowers aspirations for a career and increases attrition. This paradox is linked to neoliberal academia's high-performance culture and gender differences in STEM fields. Despite current science policies, academics, particularly women, are lost in STEM fields [16]. The growth of the Malaysian services industry relies on human capital and technical and nontechnical skills. However, high staff attrition and job hopping threaten its success. A study using survey, focus group, and interview techniques revealed a high tendency among young, educated professionals to switch jobs. Human capital management in the service industry is crucial for maximizing employees' values and achieving firm objectives. Identifying push and pull factors helps Malaysian employers understand young workers' needs and employ innovative strategies to attract and retain top talent [17].

The study revealed that the research, teaching, and clinical missions of medical schools are seriously threatened by early attrition among recently hired faculty members. A study analyzed faculty at a school from 2005--2006 and identified factors such as career satisfaction, responsibilities, and reasons for resignation as contributing factors to early attrition. The study revealed that 34% of 139 faculty members resigned within three years of hire, connected to the department chair's alleged inability to promote a culture of teaching, research, and service, a dearth of opportunities for professional growth, the institution's recognition of excellence, and the fact that more than half of working hours are spent caring for patients. Early attrition was not predicted by tenure status; department type; gender; race; ethnicity; or academic degree [18].

People analytics aids organizations in identifying employee priorities, thereby enhancing engagement and productivity and reducing attrition. Employee attrition analysis identifies reasons for employee departure, prevents them, and predicts attrition risk via data. This information can aid organizations in designing effective interventions to reduce attrition. Organizations must utilize predictive analytics to address pandemic and remote work challenges, ensuring top talent retention through effective retention models. Attrition is not limited to only one sector; the academic sector is no exception. Some business schools in India, particularly the Hyderabad metro, face many attrition issues. Some business schools have little attrition, and some schools have too much attrition of their respective faculty. High turnover costs businesses billions annually, leading to productivity losses and lost profits. Leaders often focus on recruiting, hiring, onboarding, and training new employees.

The authors investigated the business faculty's perceptions of attrition in business schools to identify factors promoting faculty retention. The study employed a qualitative method, systematically analyzed open-ended responses to interview questions, and identified emergent themes on the basis of past literature. Factors contributing to attrition include an exclusionary culture, limited career opportunities, a lack of gender equity, poor leadership, and the breakdown of a critical mass. Faculty retention can be influenced by factors such as a critical female population, gender equity, inclusive cultures, psychological safety, and ethical leadership, with career paths often resembling a labyrinth [19]. The study explores faculty retention in business schools in Hyderabad Metro via the attraction-selection-attrition framework and the labyrinth career metaphor, with a focus on business school faculty. Furthermore, this study explores faculty departures from business schools in Hyderabad, offering potential for future studies and determining the validity of emergent themes across schools.

1. CONTEXTUALIZATION OF ATTRITION

India's education sector growth, diversity, and diverse demographics have attracted investment from various players, while increased income levels in Indian households have increased spending on higher education. Privatization and commercialization of education have sparked interest in investing in educational institutions, driven by quality teaching, infrastructure, curriculum, and faculty. The need for dedicated faculty members, who require constant support and encouragement from the management of various institutions, is paramount. The privatization and commercialization of higher education have led to practices that neglect the importance of human resources, resulting in faculty attrition. The teaching fraternity is in high demand because of the growth of B-schools in the competitive education field. An increased number of management institutes should increase faculty member strength, as attrition negatively impacts individual and organizational performance. The current issue involves the need for faculty retention and joint actions between management and faculty members to improve the performance of B-schools.

Increased income levels in Indian households, driven by the privatization and commercialization of education, have increased interest in investing in higher education institutions. Institutes must prioritize quality teaching, relying on infrastructure, curriculum, and dedicated faculty members, who require constant support and encouragement from institutional management. Faculty members are paid 25–30% less than similarly qualified professionals in other industries, leading them to seek employment in other private sectors [20]. Organizational profitability is impacted by increased costs for faculty replacements, necessitating effective management to appoint viable faculty and adjust pay structures to industry standards. Higher education faculty resign due to dissatisfaction with senior relationships, lack of research support, excessive workload, poor working conditions, financial rewards, work–life balance, and lack of career opportunities. Teacher attrition is a significant issue in educational systems, often due to factors such as a reduced salary, unhealthy work environment, excessive paperwork, and limited future growth [21].

II. REVIEW OF THE LITERATURE

A study revealed that despite U.S. efforts to increase gender diversity, women remain underrepresented in most academic fields, with hiring having a greater impact on women's representation. Successful interventions require substantial changes to hiring to achieve gender parity [22]. This study aimed to investigate the reasons behind the departure of obstetricians and gynecologists from academic practice. A survey of 5000 ACOG fellows, including obstetricians and gynecologists in faculty positions and those leaving academic practice, investigated job satisfaction via $\chi 2$ analyses and multivariate analysis of variance models. A 65% response rate was reported in a job satisfaction survey among 280 current and 146 previous faculty members, with teaching and administration opportunities being more important for junior faculty and generalists being more likely to leave academic practice than senior faculty and subspecialists are [23].

Research on teacher preparation programs' relationships with attrition and turnover has grouped nontraditional certification programs together, potentially misleading stakeholders and policymakers. The study explores the correlation between the types of teacher preparation programs (TPPs) and attrition and turnover behaviors among Texas public schools, revealing varying patterns among non-TCPs. The study revealed that non-TCP teachers experienced higher attrition and turnover rates than did TCP teachers initially but converged by the fourth year, with differences among district-administered and private nonprofit programs [24]. Research on teacher characteristics, school characteristics, and mobility in rural and charter schools reveals that rural charter teachers tend to be younger and have lower turnover rates. This highlights the importance of considering urban and suburban contexts, especially in charter schools, as urban charter teachers' demographics and schools differ significantly from those of suburban charter teachers [25].

1. IMPACT OF PERFORMANCE AND ATTRITION

The author carried out a bibliometric study as a people analytics tool to analyze research performance outcomes related to faculty mobility and turnover. This study examines research performance differences among university faculty members over a five-year period via bibliometric data from research databases, HR information, and turnover decisions from a single university. The study revealed that traditional bibliometric indicators such as the h index, publication count, and citation count are insufficient for identifying performance differences between employment status cohorts. However, the newly developed an individual annual h-index (hla) index shows promise as a predictor. Faculty in universities must balance research and teaching duties, with dedication varying on the basis of individual commitment and the university's research and teaching climate strength. The study utilized organizational climate and person situation interaction theories to investigate the impact of university

faculty teaching dedication and specific strengths on self-reported teaching performance. The study reveals that a weak organizational climate strengthens the relationship between teaching dedication and self-reported teaching performance, whereas a strong teaching climate strengthens it. This finding has implications for university recruitment and faculty selection [26]

The authors examined the factors that influence faculty/teacher attrition and concluded that personnel policies, a supportive work environment, and greater teacher morale significantly reduce teacher attrition [27]. Employee performance is a critical factor for any organization's success. There are several factors that affect performance. Hidayat et al. [4] investigated the application of an organizational culture mapping approach to improve worker performance, as it is important for comprehending workplace culture. In a somewhat similar vein, Hubais et al [28] explored how organizational commitment, transformational leadership, and HRM practices affect employee performance. All these factors are critical propellants of performance outcomes. For example, in identifying how self-efficacy and mindfulness could help improve employee performance by lowering stress, Yagil et al. [29] focused on mental well-being as the central factor determining optimal levels of performance outcomes. OCB was the most critical driving factor for employee performance. However, Hidayat et al. [4] identified this phenomenon further. In this case, OCB is associated with positive workplace behavior. In contrast, Puryanti et al. [30] determined how the work environment, motivation, and discipline affect the productivity and job satisfaction of employees. These factors are clearly interconnected in shaping employee outcomes. The need to study deviant workplace behavior, that is, its impact on job performance with regard to the mediating role of organizational shame, is felt in the study of Tian et al. [31], and there is a need for information relevant to the negative impacts of such behaviors on performance outcomes. In somewhat similar research, Sekarini et al. [32] revealed that factors such as job satisfaction, motivation, and leadership style determine employee performance, hence demonstrating the multifaceted nature of performance determinants at the organizational level. Furthermore, Olaleye et al. [33] reported that emotional intelligence and psychological resilience are significant determinants of a reduction in workplace bullying and an increase in employee performance, suggesting that individual characteristics may play a significant role in determining performance outcomes. Yıldız et al. [34] investigated the effects of post-COVID-19 fatigue on nurses and organizational outcomes and the impact of health-related factors on performance. In brief, a review of the literature shows that organizational culture, leadership, mental health, workplace behavior, and individual characteristics interact in a complex manner to influence the performance of employees in their organizational settings; comprehending and intervening with these factors is important for achieving optimal performance outcomes and success for organizations.

Teacher turnover increases in schools with high poverty, urban areas, low average teacher experience, and chronic principal turnover, with greater effects in these areas [35]. Australian higher education institutions are addressing high attrition rates in online programs, with a 2018 survey revealing both external and internal factors contributing to this issue. To increase student retention in online environments, this study provides insights into efficient instructional design and delivery [36]. The following section describes the factors that affect employee attrition on the basis of a review of the literature.

2. *JOB SATISFACTION AND ATTRITION*

Job satisfaction measures employee contentment with their job, including individual aspects such as nature or supervision. One of the most widely used definitions in organizational research is that of Edwin A. Locke [37], who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". The satisfaction level of faculty influences their loyalty to their institution, as low satisfaction can lead to attrition if reasons for leaving are unaddressed. The study revealed that teachers' perceptions of cost, including task effort, outside effort, loss of valued alternatives, and emotions, impact their job satisfaction and attrition intentions. The study explores how teachers' perceptions of cost are linked to classroom challenges, revealing that these challenges are related primarily to students, teaching, and policy/administrators [38]. Job satisfaction is a multidimensional concept that significantly impacts employee performance, organizational commitment, and intentions to leave. Job satisfaction is related to employees' health outcomes and smoking intentions [39]. Job satisfaction can influence and motivate employees and increase their loyalty to continue and grow within the organization [40]. Job satisfaction can be measured by assessing the happiness of employees, their assignments, the working environment, and employees' expectations and better understanding the needs of employees. Tria [41] reported that components such as self-efficacy and employee job performance are focused mainly on job satisfaction and that organizations should concentrate on improving employees' self-efficacy and performance. Job satisfaction can significantly increase individual employee performance, and compensation, promotions, a congenial work environment and good supervisors are the main factors that need to be focused on by industry [42]. Studies have reported that organizational commitment can mediate the relationship between job

satisfaction and moonlighting intentions in employees [43]. Leadership styles also impact employee job satisfaction. Transformational leadership positively impacts job satisfaction, in turn, employee performance [44]. There is a direct relationship between motivation and job satisfaction, and a creative working environment promotes these two factors [45]. Factors such as career growth, fairness, and work conditions affect motivation and effectiveness and are predictors of job satisfaction among university employees [46]. Job satisfaction and employee performance are closely linked, and authors have reported that several factors, such as career progression, compensation, the congenial work environment and supervisors, are critical in enhancing employer satisfaction and performance [47]. Ramli & Faizatul [48] reported that work, salary, and management communication are the major factors that affect employee job satisfaction, with strong correlations among these factors in the context of industry.

Madigan and Kim [49] carried out a meta-analysis and investigated the reasons for teacher attrition in the context of burnout and job satisfaction. The study revealed a positive correlation between burnout and teachers' intentions to quit, whereas a negative correlation was observed with satisfaction. Furthermore, the study revealed that burnout and job satisfaction together account for 27% of the variation in intentions to quit. Job satisfaction significantly impacts school teachers' retention and performance, reducing turnover intentions and enhancing performance. Therefore, it is crucial to consider all the factors influencing teacher performance. Intrinsic and extrinsic motivation, working conditions, administrative support, and student behavior influence teacher performance, job satisfaction and retention [50].

3. SALARY AND ATTRITION

Compensation is crucial for faculty in institutions, as it meets their financial needs. Inadequate compensation can lead to dissatisfaction and job loss, requiring management to ensure proper recognition and compensation for faculty members. The authors reported that teachers' base salary and returns to experience are negatively associated with teacher attrition [27]. The experience level plays a significant role in determining salary increments across various professions, as evidenced by data from multiple studies. In the field of cardiac anesthesiology, despite increasing procedural volumes and the growing need for specialized skills, there has been a reported decrease in inflation-adjusted compensation over a decade, suggesting that experience does not necessarily guarantee salary increments in this specialty [6]. This trend contrasts with findings in the medical oncology field, where factors such as academic rank and degree (proxies for experience and expertise) are associated with higher industry payments, indicating a positive impact of experience on earnings [51]. In entrepreneurial ventures, the combination of financial and nonfinancial rewards, including managerial experience, has been shown to influence employee retention positively, suggesting that experience can increase the perceived value of an employee, potentially leading to greater compensation [52]. However, disparities exist, as seen in the infectious disease specialty, where despite the critical role of these physicians, compensation has not kept pace with their value, indicating that experience in this field does not translate into expected salary increments [53]. Wage inequality studies have shown that cumulative wage advantages associated with greater educational attainment and experience have become more significant across cohorts, indicating that experience can impact salary increments positively over time [54]. In summary, while experience can positively impact salary increments in some fields by enhancing the perceived value of an employee's contributions, disparities and sector-specific trends indicate that this is not a universal rule. Factors such as specialty, socioeconomic status, and the changing dynamics of healthcare and other industries play crucial roles in determining how experience level impacts salary increments [55].

4. TRAINING AND ATTRITION

Faculty retention is influenced by various factors, including effective development programs, training, promotion opportunities, academic freedom, organizational culture, work climate, flexibility, peer support, financial support, physical resources, location, and reputation [56] Training is a crucial aspect of skill acquisition and maintenance across various fields. Employees who undergo training on advanced technology that they use for their routine work will feel satisfied [12]. Lim et al. [56] reported that planning efficient training for employees can reduce the degree of overhead. Bennell et al. [57] carried out a narrative evaluation of police officers' use-of-force and de-escalation training, finding effective methods to improve training quality. Kaplan et al. [13] carried out a meta-analysis on the effects of virtual, augmented, and mixed reality as training enhancement methods and reported that extended reality-based training was more effective. Zoph et al. [59] examined self-training as a way to make use of extra data and compared it with pretraining, emphasizing the adaptability and versatility of self-training. Frank et al. [58] investigated experiential learning to enhance employee performance and effectiveness.

Xie et al. [60] reviewed VR, termed VR training, for employee satisfaction and performance enhancement. Faraza et al. [61] reported the effectiveness of cognitive training by enhancing emotional intelligence and emotional maturity. Additionally, Frank et al. [58] conducted a systematic review on enhancing the mental health of employees, which positively impacted employee performance. Kulshreshtha et al. [62] presented back-training, demonstrating its superiority in specific scenarios, as a substitute for self-training for unsupervised domain adaptation. The initial three years of faculty training are crucial, as they decide whether to remain in the profession or leave. Insufficient training and support in the early years of a faculty's career can lead to their departure from the teaching profession for other careers [63].

5. WORK–LIFE BALANCE

Work–life balance is crucial for maintaining a healthy balance between personal and professional life. CEO Chancey emphasizes flexibility in working longer hours to allow time for personal activities, allowing for balance in both aspects of life. Management is responsible for ensuring a healthy work–life balance for employees, as this can potentially lead to faculty attrition. Work–life balance, or WLB, is a vital component of contemporary work life that has a large impact on people's happiness and well-being in a variety of industries and occupations. Achieving a decent work–life balance is crucial, and this has become even more so in the wake of the COVID-19 epidemic, which has added new dynamics and problems to the work–life equation [9]. Research indicates that a noteworthy segment of British physicians expresses dissatisfaction with their work–life balance, citing detrimental effects on interpersonal relationships and postponing important life events as a result of their profession [3]. According to Koruca et al. [64], creative scheduling options that give healthcare employees flexibility over their working hours have been suggested as a way to enhance work–life balance and lower burnout rates. Children are seeing their parents' work–life balance in a different way, and the epidemic has also given rise to some interesting perspectives on work–life balance from the viewpoint of parents who work from home [10].

Among collegiate athletic trainers, work-family conflict and family role performance have been identified as significant factors influencing work–life balance, with marriage and parenthood exacerbating these conflicts [65]. Entrepreneurs, particularly in competitive environments such as the UAE, face their own set of challenges in achieving work–life balance, with some prioritizing work over family life [66]. Telework and flexible work arrangements have shown mixed results in terms of their impact on work–life balance, with gender-specific factors playing a significant role [67]. In the hospitality industry, certain idiosyncratic deals (i-deals) have been found to improve work–life balance and, by extension, work well-being, although their effectiveness varies by gender [68]. Gender disparities in work–life balance satisfaction have also been observed among neuro-oncologists in Germany, with female physicians reporting lower satisfaction levels [69, 70]. Finally, a study focusing on Bangladeshi academia highlighted the importance of considering temporal aspects and local gendered norms when examining work–life balance, suggesting that work–life balance is a dynamic, ongoing process [71]. These studies collectively highlight the multifaceted nature of work–life balance, emphasizing the need for context specific, gender-sensitive, and flexible approaches to address the challenges faced by different professional groups in achieving satisfactory work–life balance.

6. EMPLOYEE ATTRITION

Employee attrition, a significant concern for organizations worldwide, is influenced by a myriad of factors across different sectors and geographical locations. A predictive model based on the 'IBM HR Analytics Employee Attrition & Performance data' highlights environmental satisfaction, overtime work, and relationship satisfaction as key contributors to employee attrition [1]. In the private sector, firm characteristics, workforce characteristics, location, and employee benefit practices play crucial roles [2] A study conducted within a U.S. state social service organization reported that key factors included minimal recognition, negative perceptions of organizational culture and management, inconsistent training, and insufficient resources [72]. In the healthcare sector, particularly among frontline health workers in rural areas, the main causes of attrition include voluntary exits in search of better prospects and involuntary exits due to retirements and deaths [73]. Sociodemographic factors and the presence of psychiatric disorders have been shown to have weak to moderate effects on attrition, primarily associated with morbidity/mortality and failure to locate, but unrelated to refusal to take part in follow-up studies [74]. A mixed research method in a pharmaceutical company in Iran identified direct managers and the impact of the COVID-19 pandemic and remote working scenarios as significant factors affecting employee attrition [75].

In the era of data science, a people analytics approach revealed that, in addition to rewards and payments, 'business travel' has emerged as a leading motivator for employees, suggesting its importance in retention strategies [76]. The public behavioral health system in Oregon is beset by low pay, a heavy workload, inadequate

facilities, a dearth of opportunities for professional advancement, and a traumatizing work environment. were identified as key themes that negatively affect workforce turnover [77]. Finally, a thorough investigation into the Indian BPO sector identified a number of attrition-related factors, including job satisfaction, corporate policies, and demographics [78]. Together, these studies emphasize the complexity of employee attrition and the necessity for customized approaches to address particular issues and problems in various sectoral and organizational contexts.

In summary, the attrition, an ongoing economic trend, has led to a widespread and complex issue of attrition worldwide. The turnover of faculty and staff can significantly impact the quality of education, the reputation of the institution, and financial stability. This research aimed to provide insights that can help explore and address various factors contributing to turnover or attrition intentions in higher education. The student-to-faculty ratio, class strength, residency life, job satisfaction, and work–life balance are the major reasons for the attrition of faculty. Compared with other factors, salary is the least preferred component for faculty attrition [79]. Student attitudes are also one of the factors influencing faculty turnover [80]. Layoffs during the pandemic are another problem caused by the outbreak and contribute to these problems. Some institutions continue to face severe staff shortages and inadequate coverage, even after the pandemic, when many positions were restored. As more higher education officials age and prepare to retire, this trend is anticipated to continue [81]. Low pay for faculty and staff is one of the main reasons for attrition in higher education. Owing to low pay and job insecurity, many higher education professionals particularly adjunct faculty, part-time employees, and support staff look for more lucrative opportunities elsewhere [82].

7. CONSEQUENCES OF TURNOVER IN HIGHER EDUCATION

Because attrition in higher education institutions can have some unexpected consequences, it is imperative that it be addressed. One of the repercussions is a decline in educational quality. The quality of education can be negatively impacted by high staff and faculty turnover. Regular attrition affects student learning experiences by upsetting institutional continuity [80]. Owing to turnover, others in student affairs are frequently expected to oversee the responsibilities of several individuals in addition to their own. This could indicate that the individual is unable to effectively prioritize every facet of their role. Prioritizing both could lead to more stress and longer hours, which could increase the likelihood of burnout. Additionally, there may be significant financial repercussions from high attrition rates. Hiring, onboarding, and training new employees and faculty can be expensive. According to [79], high attrition rates can strain institutional budgets and diminish long-term financial stability. Additionally, it may result in problems with one's reputation, which may have detrimental effects. High attrition rates can harm an institution's reputation, which makes it more difficult to draw in and keep top students, talent, and funding. Additional financial difficulties may result from fewer people devoting their time, effort, and financial resources, as well as from the implications for enrollment.

8. RESEARCH QUESTION

Can the work-related components such as employee performance, job satisfaction, training, work-life balance and salary impact the attrition of employees in the academic sector with respect to business school faculty in Hyderabad? The objective of this work is to investigate whether the work-related variables, including performance, pay, job satisfaction, work–life balance, and training, have any statistically significant effects on employee attrition in the academic industry with reference to the business school faculty in Hyderabad.

9. RESEARCH GAP

Although several researchers have reported employee attrition in a variety of businesses, many studies have investigated the unique dynamics of the academic industry in the context of attrition with reference to business school faculty. Rapid technical breakthroughs, the desire for qualified and high-performing workers, and fierce rivalry and volatility are the characteristics of the academic sector, which have a particular bearing on work-related variables and how they affect employee turnover. Several authors have carried out empirical studies in the context of general work-related factors that influence attrition Smith et al., [82] and Gulia et al., [83]; however, there is a need to study the effects of performance, salary, job satisfaction, work–life balance, and training on the impact of employee attrition in the context of the business school faculty. Project-based employment, ongoing skill development, and a fiercely competitive labor market a focused analysis is required to create retention tactics that work. For the academic industry, which hopes to lower attrition and hold top personnel in a rapidly changing market, closing this research gap is essential.

10. THEORETICAL FRAMEWORK

The Prasad et al., 2016 model served as the basis for the development of the theoretical framework. Figure 1 displays the findings from the following studies: Muralidhar [84] on job satisfaction; Prasad et al. [86] on performance appraisal; Prasad and Vaidya [86] on salary hikes; Pradhan and Jena [89] on employee performance; and Haldorai [87] on attrition. Several researchers used this similar framework and carried out the studies on retention and attrition studies in information technology, health care and banking sectors. Therefore, this study adopted this model.

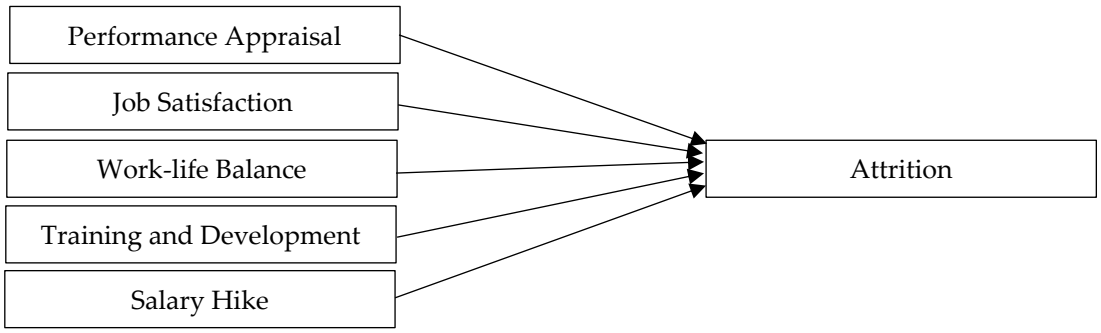

FIGURE 1. Conceptual framework (authors creation).

Table 1. Sample characteristics.

Demographic categories	Description	Frequency	Percentage
Age group	"Up to 25 Years	92	18.0
	26-35 Years	130	32.1
	36-45 Years	135	23.8
	46-55 Years	100	20.3
	Above 55 Years"	43	5.8
Gender	Male	384	76.8
	Female	116	23.2
Marital Status	Unmarried	328	32.2
	Married	178	67.8
Education	Under Graduate	94	18.8
	Graduate	160	32
	Post Graduate	169	33.8
	Professionals	77	15.4
Occupation	Software Engineer	64	12.8
	Team Lead	180	36
	Project Manager	115	23
	Technical support	141	28.2

Source: Primary data processed

III. Hypotheses

1. OVERALL HYPOTHESIS

Alternative Hypothesis (H1): There is a statistically significant relationship between work-related factors and attrition.

2. SPECIFIC HYPOTHESES

a. Performance appraisal: H1a: The performance ratings are statistically significant and impact the attrition intentions of employees.
b. Job Satisfaction: H1b: Job satisfaction is statistically significant and impacts attrition.
c. Work–life balance: H1c: Work–life balance is statistically significant and impacts the attrition intentions of employees in the IT sector.
d. Training and development: H1d: The training and development that employees receive will impact their attrition intentions.
e. Salary Hike: 1. H1e: Salary is one of the major factors that impacts employee attrition intentions.

IV. RESEARCH METHODOLOGY

1. DATA COLLECTION

Six reflective constructs were examined to evaluate the influence of work–life balance, training and development, job satisfaction, wage increases, performance reviews, and job satisfaction attrition among the business school faculty in the Hyderabad Metro. A structured questionnaire a redesigned version of one that has been published and validated was used to gather the data [85]. job satisfaction [88], attrition [87] performance appraisal [89], pay increases [86] training and development [90] and work–life balance [91]. All the survey instruments have been previously validated and extensively used in similar studies. These scales were adopted for our study. The data were gathered by providing a link to the IT sector employees following the convenience sampling method. The questionnaire link was sent to 600 employees; however, 500 valid responses were analyzed via SEM IBM AMOS version 28.

Convenience sampling, also known as opportunity or availability sampling, is a nonprobability method used in this study to select easily accessible subjects. Sample bias was mitigated by collecting samples from different business schools around Hyderabad with diverse cultures and educational backgrounds. The sample was collected by setting up quotas for identified demographics. This allowed us to evenly sample people from different demographic groups within the study. The study defined a target population and a sampling frame (the list of individuals from which the sample will be drawn). Later, the study matched the sampling frame to the target population as much as possible to reduce the risk of sampling bias. In some cases, non-responders were followed up.

The main reasons for using the convenience sampling were:

- Time Constraints: In numerous studies, particularly those with stringent deadlines, convenience sampling facilitates swift data collection, allowing researchers to obtain insights in a timely manner.
- Resource Limitations: The ability to implement comprehensive sampling methods may be constrained by limited budgets or resources. Convenience sampling presents a practical option that demands fewer financial and logistical resources.
- Exploratory Research: In the process of investigating new concepts or ideas, researchers often resort to convenience sampling to collect initial data that can guide future studies or hypotheses.
- Controlled Environments: In situations where researchers can easily reach participants, like classrooms, community centers, or online platforms, convenience sampling is frequently used.
- The following are the some of the reasons for choosing Convenience
- Surveys in Specific Locations: Researchers conducting surveys at events, schools, or businesses may use convenience sampling to quickly gather responses from attendees or employees.
- The author reasons were ease of implementation, time and resource efficiency, accessibility, ideal for exploratory research and flexibility
- Determination of sample size: As the number of business school staff working in the academic sector is unknown, the authors applied the [92] formula for sample size determination. According to this formula, the required sample size is 386. The sample size selected for this study was 500, which is greater than the sample size required for structural equation modeling studies. The data were collected during the January–April 2024 survey of the business school faculty in Hyderabad.

2. PROBLEM STATEMENT

Attrition is one of the main concerns in general and Business School Faculty in particular. Several factors like work life balance, salary, student-faculty relation, job satisfaction, salary and training. Several studies reported the

attrition in information technology, healthcare and banking sector. However, the researchers left wide gap open leaving the space to examine the attrition and its associated ailments in business school faculty. Thus, there is an urgent need to examine the empirically studying surveying the Business School faculty.

3. DATA ANALYSIS

The author's theoretical framework was tested via factor analysis and structural equation modeling (SEM) analysis. Both the inner and outer models were evaluated. There are nine reflective constructs and 41 indicators in the current study. Using IBM-AMOS, researchers have produced absolute path coefficients in several social science and psychology investigations utilizing both normal and nonnormal data and small and large sample sizes [93, 94].

V. RESULT AND DISCUSSION

The rationale for choosing iBM SPSS and AMOS for data analysis to test hypotheses is to use IBM AMOS. Researchers have established methods for measuring absolute path coefficients in several types of research studies and organizational psychology studies with small and large sample sizes, including nonnormal and normal data [94].

1. FACTOR ANALYSIS

Factor analysis is a statistical method used by researchers to identify hidden variables by examining the correlation structure among observed variables. Analysts use observed variables as indicators to convey information about factors, which are then treated as linear combinations of these factors plus an error. The procedure evaluates the extent to which each factor explains variance within indicators, assuming that latent factors create commonalities in observed variables. Factor analysis is utilized by researchers to identify latent factors within a dataset, explore its structure, and confirm the validity of existing hypotheses and measurement instruments.

Exploratory factor analysis (EFA) was used to identify factors in a dataset with multiple variables, and statistical output was used to determine the number of factors to extract. Factor analysis helps researchers identify unobserved, broader concepts that drive observable variables by measuring variables that correlate with the factor, enabling them to infer properties. Factor analysis uses loadings to analyze the relationships between factors and observed variables, allowing for the strength of these relationships and the identification of corresponding variables. Higher factor loadings indicate stronger associations between variables and components, and they guide the interpretation of each component's underlying theme. Stronger relationships in the factor analysis context indicate that the factors explain much of the variance in the observed variables, and weaker relationships are close to zero. (Table 2). The study suppressed the small coefficients with a minimum value of 0.5.

Factor analysis was used to uncover the underlying structure or patterns in a set of observed variables. The factor analysis grouped the 27 variables into 6 components on the basis of their common variance, and the six components explained a total variance of 78.766%, which was > than the threshold value of 50% [95]. The Kaiser–Meyer–Olkin (KMO) value of 0.924 indicates that the data were suitable for factor analysis. The factor outer loadings are presented in Table 2. Bartlett's test for sphericity evaluates whether this assumption is met. A p value from Bartlett's test less than 0.05 indicates that the data are suitable for factor analysis and that the correlations between the variables differ substantially from zero. For example, the factor loading of 0.90 in the table for PER1 indicates that loading is strongly associated with the variable of the employee performance construct. The six factors explain a large proportion of the variance (78.766%), which is greater than the threshold value of 0.5, indicating that further analysis can be carried out.

Table 2. Factor loadings for the study constructs.

Item	Description	Factor loading
	Employee Performance α = 0.945, CR=0.949, AVE=0.787	
PER1	"I use to maintain high standard of work."	0.90
PER2	"I am capable of handling my assignments without much supervision"	0.92
PER3	"I am very passionate about my work."	0.87
PER4	"I could manage change in my job very well whenever the situation demands"	0.88
PER5	"I can handle effectively my work team in the face of change"	0.87

	Work-Life Balance α = 0.913, CR=0.921, AVE = 0.744	
WLB1	"My personal life suffers because of work"	0.88
WLB2	"My job makes personal life difficult"	0.82
WLB3	"I neglect personal needs because of work"	0.89
WLB4	"My personal life drains me of energy for work"	0.85
	Salary α = 0.95, CR = 0.900, AVE = 0.751	
SAL1	"I feel I am being paid a fair amount for the work I do"	0.89
SAL2	"There is truly too little chance for promotion on my job and enhancement in salary"	0.89
SAL3	"I am not satisfied with the salary and benefits I receive"	0.82
	Job Satisfaction α = 0.895, CR = 0.913, AVE = 0.679	
JS1	"When I do a good job, I receive the recognition for it that I should receive"	0.83
JS2	"Those who do well on the job stand a fair chance of being promoted."	0.87
JS3	"Many of our rules and procedures make doing a good job difficult."	0.86
JS4	"My efforts to do a good job are seldom blocked by red tape."	0.79
JS5	"I am proactive in seeking ways to improve what I do"	0.76
	Training α = 0.13, CR = 0.941, AVE = 0.799	
TRG1	"In my department, learning is planned and purposeful rather than accidental."	0.94
TRG2	"I view my education on-the-job as a continuous, lifelong endeavor, so the training"	0.84
TRG3	"Training and development are encouraged and rewarded in my department"	0.90
TRG4	"My department provides learning/training opportunities to meet the changing needs of my workplace"	0.90
	Attrition α = 0.905, CR = 0.889, AVE = 0.751	
ATTR1	"I do not like the image of me I see in the future if I remain here"	0.86
ATTR2	"I often feel like staying at home than going to work because of the way my organization is structured"	0.90
ATTR3	"Leaving my present job is my ultimate priority now because of family demand."	0.85
ATTR4	"Healthcare package is so poor to compare to the kind of work I do."	0.71
ATTR5	"I want to learn few things concerning my job career in this organization and leave"	0.58
ATTR6	"I often feel like quitting this job because the organization does not keep to its promise"	0.61

Source: Primary data processed

2. *STRUCTURAL EQUATION MODELING*

This section reports the results of the SEM analysis and presents the structural model and model-fit statistics, mediation, and moderation analysis. The study has 4 reflective constructs, and the reliability and validity are assessed to confirm the suitability for further investigation to assess reflective measurement [96].

3. *MEASUREMENT MODEL*

The measurement model was tested with CFA via AMOS. Factor loadings were evaluated for every item in the CFA (Figure 3). Model fit was evaluated via model fit measures ("CMIN/df, GFI, CFI, TLI, SRMR, and RMSEA"). Every value fell between the recommended and generally accepted ranges [96-99]. Excellent fit was achieved with the six-factor model, which was "CMIN/df=2.085, CFI 0.971, AGFI 0.953, NFI 0.948, IFI 0.971, TLI 0.967, SRMR 0.046, RMSEA 0.47 and PClose 0.860." With average factor loadings for all nine constructions over 0.7, the factor loading values (Kline, 2015) are excellent [99].

Composite reliability and Cronbach's alpha were employed to assess construct dependability. The Cronbach's alpha for each research component exceeded the recommended cutoff of >0.70 [95]. The composite reliabilities ranged from 0.834 to 0.951, falling short of the benchmark and suggesting values of 0.70 [94], indicating construct reliability. The average variance extracted (AVE) was used to measure the scale items' convergent validity [100]. Compared with the threshold value of 0.50 [100], the AVE values were greater. As a result, Table 6 shows that the scales used in this empirical study exhibit convergent values.

To assess the study's discriminant validity, the heterotrait–monotrait (HTMT) ratio and [100] criterion was employed. When a construct's square root of the AVE is greater than its correlation with the other study constructs, discriminant validity is demonstrated, according to the Fornell and Larcker criterion. However, criticism of the

Fornell and Larcker criterion has recently surfaced, and the HTMT ratio a fresh method for assessing discriminant validity has become increasingly popular. In the current study, discriminant validity was also verified via the Fornell and Larcker criteria. However, discriminant validity was assessed via the HTMT ratio, and all ratios fell below the required cutoff of 0.85 [101]. Thus, discriminant validity was established (Tables 3 and 4).

Table 3. Discriminant validity.

	Performance	Job Satisfaction	Training	Attrition	Work-life Balance	Salary
Performance	0.887					
Job satisfaction	0.487***	0.824				
Training	0.456***	0.391***	0.894			
Attrition	0.690***	0.429***	0.580***	0.761		
Work-life balance	0.270***	0.342***	0.270***	0.288***	0.862	
Salary	0.373***	0.299***	0.409***	0.501***	0.237***	0.867

Table 4. Heterotrait–Monotrait analysis.

	Performance	Job Satisfaction	Training	Attrition	Work-life Balance	Salary
Performance						
Job satisfaction	0.463					
Training	0.426	0.370				
Attrition	0.628	0.439	0.519			
Work-life balance	0.255	0.319	0.242	0.322		
Salary	0.345	0.276	0.374	0.447	0.216	

4. STRUCTURAL MODEL

The AMOS-developed structural model was used to test the hypotheses (Table 5, Figure 2). All the fit indices of the model were excellent. The squared multiple correlation was 0.60 for Attrition; this indicates that 60% of the variance in attrition is accounted for by five independent variables: Performance, Job Satisfaction, Training, Work life Balance and Salary Figure 2.

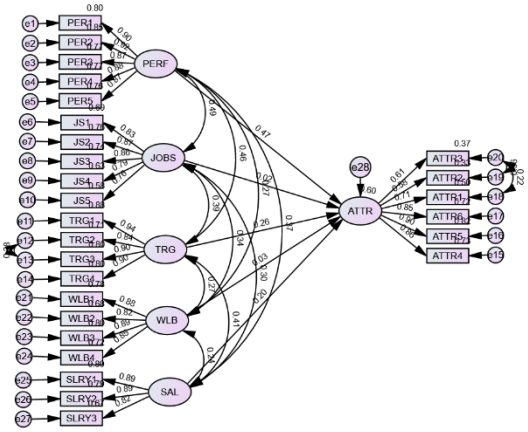

FIGURE 2. Structural model with relations among the constructs.

5. TESTING OF HYPOTHESES

Table 5. Testing of hypotheses

Relationship	ß	SE	t-	p value	Decision
Performance → Attrition	0.361	0.034	10.708	<0.001	Supported
Job satisfaction → Attrition	0.132	0.041	3.219	<0.001	Supported
Training → Attrition	0.188	0.029	6.408	<0.001	Supported
Work-life balance → Attrition	0.136	0.029	4.689	<0.001	Supported
Salary → Attrition	0.127	.025	5.126	<0.001	Supported

Source: Primary data processed

6. OVERALL HYPOTHESIS:

Table 5 clearly shows that all five employee-related factors performance, salary, work life balance, job satisfaction and training are statistically significant and influence attrition among business school faculty; thus, H1, "There is a statistically significant impact between work-related factors and attrition," is accepted.

7. SPECIFIC HYPOTHESES:

The influence of performance appraisal on attrition is positive and statistically significant (ß=0.361, t=10.708, p<0.001). A ß value of 0.361 indicates that, for a one-unit decrease in employee performance, 0.361 units of attrition intentions in business faculty are increased; thus, Ha "The performance ratings are statistically significant and impact the attrition intention in the business faculty." Similarly, the influence of job satisfaction is positive and statistically significant (ß=0.132, t=3.219, p<0.01); therefore, for a one-unit decrease in job satisfaction, there will be a 0.132-unit increase in attrition intentions. H1b "Job satisfaction is statistically significant and impacts attrition" is accepted Furthermore, the influence of work–life balance on employee attrition is positive and statistically significant (ß=0.136, t=4.689, p<0.001). The ß value of 0.136 indicates that for a one-unit decrease in job satisfaction, 0.136 units of attrition intentions among business school faculty increased. Thus, H1c, "Work–life balance is statistically significant and impacts attrition intentions among business school faculty," is accepted.

The influence of training and development is positive and statistically significant (ß=0.188, t=6.408, p<0.001); therefore, the ß value of 0.188 indicates that for one unit decrease in training and faculty development programs, 0.188 units of attrition intentions are increased in business school faculty; therefore, H1d, "Training and development that employees receive will impact the attrition intentions of employees," is accepted. The impact of salary hikes is positive and statistically significant (ß=0.127, t=5.126, p<0.001); therefore, a one-unit decrease in salary hikes 0.127 units of attrition intentions are increased. H1e: "Salary is one of the major factors that impacts the attrition intention of the faculty of business schools" is accepted. On the basis of the ß values or regression weights, salary is the construct salary that has the least effect on attrition intentions. However, performance and training are major factors for business school faculty attrition intentions.

8. EFFECT SIZES

This section introduces two new classes of effect size measures for SEM, denoting matrices as bold-face capital letters and vectors as bold-face lowercase letters. The text discusses our evaluation criteria and how Cohen's d, when combined with these criteria, influences the overall form of our new measures. The section discusses the effect size measures as population parameters, possible test statistic substitutions, and obtaining point estimates and confidence intervals for these measures. A reliable effect size measure is applicable across various population distributions and is robust to distributional assumption violations. We used classic effect size measure is Cohen's d, a standardized mean difference between two groups [102]. An effect size is a standardized measure that quantifies the strength of a relationship or difference, aiding researchers in understanding the magnitude of their observations. Researchers can assess the real-world relevance of their results by focusing on the size of the effect, as even tiny effects can appear statistically significant in large datasets. The calculated effect sizes (Cohens d) are 0.32, 0.35, 0.50, 31 and 0.45, respectively, for performance, job satisfaction, training, work-life balance and salary represent medium, and large effects of an exogenous latent variable on an endogenous latent variable. This is required for social sciences data indicated by [103] with results that socials as medium and larger size increase the significance. Statistical power, the probability of detecting a true effect, depends on the effect size, sample size, and significance level of a study.

Several studies have been carried out on construct attrition. However, the literature on the factors that affect attrition in these studies is limited to 2 or 3 constructs. The authors carried out a critical review of the available

literature and reported that performance appraisal, salary hikes, training and development, job satisfaction and work–life balance are the critical dimensions that affect the attrition or turnover intentions of employees in general and business school faculty in particular. The path coefficients of the structural equation modeling results reveal that work–life balance and job satisfaction impact the attrition and turnover intentions of employees. Recently, researchers have reported the impact of work life balance on employee attrition and the mediating role of job satisfaction in the context of Indonesian banks [104]. Farooq et al. [105] reported that salary hikes, compensation and benefits are the main reasons for higher attrition rates among business school faculty in Pakistan. Our results also revealed that the impact of salary hikes is statistically significant and influences the attrition rates of business school faculty in Hyderabad, an Indian Metro.

Rana and Singh [106] investigated the relationship between the performance appraisal system and the affective commitment of employees in the context of the Indian banking sector, with the demographic variables age and gender as moderators. The study reported a statistically significant effect of performance appraisal justice and employee attrition intentions on the moderating effect of gender. Our results are consistent with those of previous reports. In another study, researchers investigated the causal relationship between training and attrition, with work engagement as a mediator. The researchers reported that satisfaction with the training was significantly and positively associated with training intentions. When an employee is satisfied with the training, his/her work engagement increases with decreased turnover intentions [107]. Our results also indicate that training is statistically significant and influences employee attrition.

Induction programs are being promoted as a potential solution to address job dissatisfaction and attrition among new science teachers. Understanding the unique challenges faced by beginning teachers can help them address their immediate concerns and improve their practices, ultimately enhancing their job satisfaction. The results of this study indicated that job satisfaction needs to be addressed during the induction period when teacher performance and satisfaction issues are assessed [108]. Sadraei et al. [109], via a qualitative study, explored the relationships among perfectionism, job satisfaction and emotion regulation among early career language teachers in Iran, examining their impacts on their well-being and retention. The study revealed that self-oriented perfectionism promotes professional growth and job satisfaction, whereas socially prescribed perfectionism leads to increased stress and contemplation of leaving the profession. Another study investigated the impact of mentoring on medical faculty career satisfaction and job satisfaction to determine whether gender differences exist. The study revealed no significant associations between mentor gender, the gender concordance of the mentoring pair, and the number of mentors. However, the study revealed a strong correlation between mentoring and career satisfaction among junior faculty, suggesting the need for mentor training and development to reduce faculty attrition in academic medicine [110]. Our results concerning job satisfaction are in line with the findings of the previous authors, as indicated.

Solutions to mitigate attrition.

The authors developed a model that describes voluntary residency attrition. The study conducted semi structured interviews with a sample of orthopedic surgery residents in the Netherlands who dropped out of training between 2000 and 2018. Rather, the interviews were analyzed via a constructivist grounded theory approach. Personal factors, clinical experiences, and circumstances influence expectations and needs. Resident program aspects contribute to attrition, including patient care type, required skills, work–life balance, and interpersonal interaction [111]. Davies et al. [111] carried out a systematic review to dissect the issues of police attrition. The study identified various factors influencing attrition and retention, including job satisfaction, organizational factors, supervision, work–life balance, recruitment, training, officer expectations, financial compensation, and job alternatives. We reported similar results: job satisfaction, work–life balance, salary and career growth are the main factors, and the previously cited results support our findings.

Higher education institutions should strive to provide competitive compensation packages to attract and retain top talent [80]. Paying employees more or giving them raises is frequently more beneficial and efficient than hiring and training a new employee, despite the high expense of personnel. In fact, hiring a new employee is typically 7% more expensive than keeping the current staff. Offering professional development can enhance staff skills, increase promotion and career advancement prospects, and maintain engagement and motivation among faculty [112]. Our results are in line with the findings of these authors in the context of salary. Providing growth opportunities, proper compensation, and promotion opportunities in the department can help employees pursue their passions and retain their jobs. By putting in place procedures and policies that lessen stress and workload, organizations can encourage work life balance [113, 114]. Offering a hybrid work environment, implementing a four-day work week, and employing part-time assistance to work weekends and evenings are some encouraging suggestions. This could help keep employees who might be considering leaving, since many employees are looking to switch to hybrid. It can also help reduce expenses. In addition to reducing institutional expenses, a four-

day workweek might increase worker satisfaction. The only unexpected finding is that salary is not a major factor for faculty attrition; however, the statistically significant ($p<0.001$) results indicate that salary is an important factor for faculty attrition, as reported by several authors and as described earlier.

VI. CONCLUSION

This study investigated the impact of work-related factors such as employee performance, job satisfaction, training, work-life balance and salary on employee attrition among business school faculty employees. The data were collected via a structured questionnaire to measure six reflective constructs: employee performance, job satisfaction, training, salary hikes, work life balance and attrition. All five factors are statistically significant and influence attrition among business school faculty. Faculty performance is one of the major causes of attrition, followed by training, job satisfaction, and work life balance. Surprisingly, salary hikes are statistically significant and have the least impact on attrition, as their regression weight is very minimal (ß=0.127) compared to other factor regression weights. The training received by faculty through faculty development programs, work–life balance and job satisfaction are also important predictors of attrition.

Higher education attrition, particularly among business school faculty, is a complex problem with wide-ranging effects that can affect institutions' capacity to provide students with the services they need on a daily basis. Maintaining institutional stability and the caliber of education that institutions offer requires addressing the reasons for and effects of turnover. Higher education institutions can reduce attrition and foster an environment that is more favorable for faculty and staff to flourish by placing a higher priority on competitive pay, professional development, work–life balance, job security, job mobility, and other factors.

1. LIMITATIONS

The survey research has several limitations and is prone to biased responses, respondent misbehavior, and incomplete responses. The authors systematically mixed all the questions to avoid respondent bias. The authors removed incomplete questions and questionnaires with respondents' misbehavior. The questionnaire-maintained consistency, discriminant validity, and reliability, as revealed by the reliability and validity statistics. Another limitation is that the data were collected from employees of the business school faculty in and around Hyderabad. However, as the sample size increases, the results can be replicated with further studies of our domains, such as the healthcare and banking sectors. The potential reported biases were mitigated by collecting data from various business schools with diverse educational and cultural backgrounds and limiting the number of samples gathered at a particular school. In general, the findings of a study based on convenience and purposive sampling can be generalized only to the (sub)population from which the sample is drawn and not to the entire population. However, the sample size is very large, and the research instrument maintains consistency, discriminant validity, convergent validity and model fit indices, indicating excellent mode fit. Therefore, the results can be generalized to some extent. Although we have overcome the bias of using convenience sampling by collecting data from different business schools with diverse cultural, demographic and educational qualifications, the author suggests that random sampling/probability sampling is a better option and provides more generalizability of the findings. Randomly personally interviewing the agreed-upon faculty, incorporating qualitative findings, and using longitudinal studies can mitigate generalizability issues.

2. PRACTICAL IMPLICATIONS

The results add to the literature as the reported five dimensions' effects on attrition. Organizations should concentrate on employee training satisfaction levels, unbiased performance appraisal systems, and justified salary hikes according to policies. Organizations should strive to maintain employee work–life balance, allowing a flexible work system and enhancing job satisfaction. All of these factors to be considered in any organization to maintain health attrition are employee commitment. This study explores faculty perspectives on leaving a business school, offering potential for future studies and faculty collaboration to identify shared themes. The research and study of attrition-causing factors offer a further contribution to future policy and strategy deliberations and implementations to address the workforce levels within police agencies. Future research endeavors may include examining the outcomes of strategic endeavors addressing these five cores influencing factors for attrition. Longitudinal studies with different cultural and work environments would be beneficial. Some studies evaluated the factors associated with faculty attrition and retention. The top reasons for staying in academia included having an adequate work–life balance, a manageable workload, and meaningful relationships with students. The authors suggest that the Academy and individual institutions are urged to assess and address potential risk factors that contribute to faculty attrition. To retain faculty members, it is crucial to promote a manageable workload and

work–life balance simultaneously. Organizations/business schools are responsible for developing tailored strategies and policies to address employee well-being and mental health concerns, thereby retaining a talented workforce.

3. FUTURE RESEARCH DIRECTIONS

Several factors predict attrition in general and business school faculty in particular. Student–faculty relations, job satisfaction, training and faculty development programs, faculty performance, work–life balance, and business school management attitudes toward faculty influence attrition among business school faculty. However, the present study investigated these five factors by surveying business school faculty in Hyderabad city, an Indian Metro. The study adopted already published, validated instruments, and it used convenience sampling with a cross-sectional design. The attrition is not limited to just the academic sector. The author suggested that longitudinal studies be carried out, if possible, in healthcare, banking, information technology and manufacturing sectors that randomly collect samples. Furthermore, more constructs, such as psychological well-being, emotional intelligence and emotional maturity, can be added to the study to dissect the nuances of employee attrition. Furthermore, cross-sectional studies with probability sampling, large sample sizes, diverse demographics, and academic institutions across the country, including engineering colleges and medical faculty, are suggested to dissect the mechanisms behind attrition. Gender parity studies will be further helpful.

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Author Contributions

KDVP: theoretical framework, data analysis, drafting the manuscript, SK: Review of literature VS: Introduction and study formulation RV: addressing reviewers concerns, SS: structural equation modeling analysis, HK: Finalizing and submission of manuscript

Conflict of Interest

Authors have no conflict of interest with anyone.

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