

**A STUDY ON MEASURES TO RETAIN THE TALENTS WITH  
SPECIAL REFERNCE TO ENGINEERING COLLEGES**

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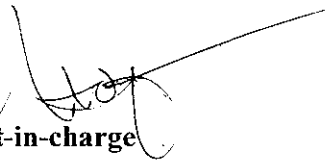
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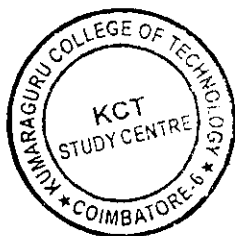
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# *Abstract*

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## ABSTRACT

World over talent retention is a major concern for the organizations. Retaining talented people is vital to the success of any company. Retaining people strategically in important position remains a major concern for any organization.

Today we could witness a wide spectrum of educational institution which operates in an increasingly competitive environment. The survival and sustainability of the educational institution depends on many factors like excellent infrastructure, good teachers with high values, opportunity for research and a perfect management, of which Talent retention is something the educational institutions should concentrate. In the educational field talent has emerged as the fore runner in determining the worth of the organization. As such sourcing for best talent and retaining them continuous, hold prominence for the institutions.

Human resource professionals all over the world are formulating strategies to retain human capital in varied organizations. In spite of these measures adopted to retain the human talents many industries like IT-ITES, Retail industry, manufacturing sector and educational institutions have high attrition rates, of which attrition rate of talents in educational institution especially the technical education institutions (Engineering colleges) are too high. Hence a study has been initiated to know the measures to retain the talents in Engineering Colleges of Coimbatore district.

A detailed questionnaire has been framed to collect the opinion of college teachers. The sample size of the study has been taken as hundred. The data collected from these respondents are analyzed using statistical tools such as Percentage analysis, Retention indication score and Analysis of variance.

This study has offered some thoughts on various measures that the management of an educational institution especially engineering college should examine to retain the talented teachers. So that the institution and students gets benefited.

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Before getting into thick of things, I would like to add a few heartfelt words for the people who were a part of this project in numerous ways. People who gave unending support right from the time the project ideas were conceived. I am highly indebted to all people who have directly and indirectly contributed a lot towards the successful completion of this project.

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## TABLE OF CONTENTS

**ABSTRACT**

iv

**ACKNOWLEDGEMENT**

v

**LIST OF TABLES**

viii

CHAPTER	TITLE	PAGE NO
1.	<b>INTRODUCTION</b>	1
	1.1 Research Background	1
	1.2 Statement of the Problem	2
	1.3 Objectives of the Study	2
	1.4 Scope of the Study	3
	1.5 Employee Retention Strategies An Overview	3
	1.6 Frame Work Of The Report	5
2	<b>LITERATURE SURVEY</b>	6
	2.1 Review of Literature	6
3	<b>METHODOLOGY</b>	10
	3.1 Introduction to Research Design	10
	3.2 Target Respondents	11
	3.3 Sampling Design	11
	3.4 Tools for Data Collection	11
	3.5 Tools for Analysis	11



4	<b>DATA ANALYSIS &amp; INTERPRETATION</b>	12
	4.1 Data Analysis	12
5	<b>CONCLUSIONS</b>	32
	5.1 Summary of Findings	32
	5.2 Suggestions	35
	5.3 Scope for Further Research	37
	5.4 Conclusion	37
	<b>APPENDIX</b>	
	Copy of Questionnaire	
	Bibliography	

## LIST OF TABLES

Table. No	Table Name	Page No.
4.1	Distribution of Respondents by their Age	13
4.2	Distribution of Respondents by their Gender	14
4.3	Distribution of Respondents by their Total experience	14
4.4	Distribution of Respondents by their experience in Current Institution	15
4.5	Distribution of Respondents by their Designation	16
4.6	Distribution of Respondents by their Marital Status	17
4.7	Distribution of Respondents by their Educational Qualification	17
4.8	Age Wise Mean Retention Score	18
4.9	ANOVA for Retention Score	19
4.10	Gender Wise Mean Retention Score	20
4.11	t – test Equality of Means for Retention score	21
4.12	Total Experience wise mean Retention Score	22
4.13	ANOVA for Retention Score	23
4.14	Current Experience wise mean Retention Score	24
4.15	ANOVA for Retention Score	25
4.16	Designation wise mean Retention Score	26
4.17	ANOVA for Retention Score	27
4.18	Marital Status wise Mean Retention Score	28
4.19	t-test for Equality of Means	29

4.20	Educational qualification wise Mean retention Score	30
4.21	ANOVA for Retention Score	31

# *Introduction*

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## **CHAPTER 1 – INTRODUCTION**

### **1.1 RESEARCH BACKGROUND**

For any kind of an organization to run successfully, several human elements are essential. One is good leadership at the top and for best results throughout the organization. A second need is for good management. Third there must be team of people with the knowledge, skills, attitudes and aptitude. To perform at sufficiently high level of production to accomplish the organization's mission the same requirements are there whether you are running a manufacturing company , a service business, a professional firm, a non profit organization, a social service agency or an educational institution.

World over talent retention is a major concern for the organizations. Retaining talented people is vital to the success of any company. Retaining people strategically in important position remains a major concern for any organization.

Today we could witness a wide spectrum of educational institution which operates in an increasingly competitive environment. The survival and sustainability of the educational institution depends on many factors like excellent infrastructure, good teachers with high values, opportunity for research and a perfect management, of which Talent Management is something the educational institutions should concentrate.

In the educational field talent has emerged as the fore runner in determining the worth of the organization. As such sourcing for best talent and retaining them continuous to hold prominence for the institutions. Hence research study has to be

employee decision to continue to work at a particular organization and the factors that influence an employee decision to leave.

The educational institutions try to formulate many strategies to retain the talents. In spite of those initiatives the attrition rate in the colleges is still very high. Hence a study has been made to know the measures to retain the talented teachers in engineering colleges.

## **1.2 STATEMENT OF THE PROBLEM**

Human resource professionals all over the world are formulating strategies to retain human capital in varied organizations. In spite of these measures adopted to retain the human talents many industries like IT-ITES, Retail industry, manufacturing sector and educational institutions have high attrition rates, of which attrition rate of talents in educational institution especially the technical education institutions (Engineering colleges) are too high. Hence a study has been initiated to know the measures to retain the talents in Engineering Colleges.

## **1.3 OBJECTIVES OF THE STUDY**

The study is aimed at analyzing the measures taken to retain the talented teachers working in Engineering Colleges. The following are the objectives of the study

- To know the opinion of college teachers towards the various facilities provided to them by the college management
- To study the working conditions that could influence the talents and skills
- To analyze the effectiveness of training given to the teachers for talent enhancement
- To know the measures that the management would effectively implement to retain the talented teachers

## **1.4 SCOPE OF THE STUDY**

The Study is confined to the teachers and not other employees of the college. The study is pertaining to the self – financing (private) Engineering College teachers in Coimbatore district only. The study would be conducted through a survey with teachers of Private Self Financing Engineering Colleges alone.

## **1.5 EMPLOYEE RETENTION STRATEGIES - AN OVERVIEW**

### **1. PROVIDING OPPORTUNITIES TO LEARN**

Talents are to be provided with varied opportunities like sharing their knowledge by means of conducting training sessions, mentoring through presentations, giving them team assignments. Higher officials need to encourage and groom the talents up higher positions.

### **2. INVOLVING THEM IN THE DECISION MAKING PROCESS**

This helps to change the overall direction of the organization for example asking those questions like what is required for them to work effectively or what type of benefits or perks they appreciate. Giving them a chance to evaluate superiors brings chances in the organizations progress.

### **3. RECOGNIZING TALENTS AND REWARDING THEM**

Recognizing excellent performance motivates the employee. Employee recognition and appreciation are the key elements for motivating and retaining the best talents. Employers if provided with fringe benefits as a part of the total benefits leads to the employee retention. Employees who feel value are not likely to remain with the organization for extended period of time.

#### **4. CREATE A MOTIVATING WORK ENVIRONMENT**

Motivating and retaining the employees is a key strategic issue that deals with factors like recruiting, selecting and placing the right employees in the right job. Employee should feel that bosses be care for their personal lives.

#### **5. HIRE A RIGHT PERSON FOR THE RIGHT JOB**

If there is dissimilarity between the qualities of the individuals and the job requirements then it proves to be a hard task for the organizations to retain the employees.

#### **6. COMMUNICATING EFFECTIVELY**

Communicating and interacting frequently with the employees engaging them with challenging projects help them to enjoy their job, which in turn help the organization to retain the employees.

#### **7. OTHER EMPLOYEE BENEFITS**

Apart from the legal and mandatory benefits such as provident fund, gratuity and other benefits which are listed below need to be provided by the management whose talents they are as follows:

- Group medi claim insurance scheme
- Personal accident insurance
- Subsidized food and transportation
- Quarters facilities
- Group recreations, Cafeteria facilities
- Interest free loans
- Educational benefits
- Performance based incentives
- Flexible salary benefits



## **1.6 FRAME WORK OF THE REPORT**

The study is divided into five chapters.

The first chapter is an introductory chapter which covers the statement of the problem, objectives of the study, scope of the study, an overview of employee retention strategies and frame work of analysis.

The second chapter is related to the theoretical review of literature available in the area of the study.

The third chapter deals with the methodologies adopted for the study like the description of the study, samples and the tools used for analysis.

Data Analysis and Interpretation is carried out in the fourth chapter and in fifth chapter findings of the study and suggestions are offered.

# *Literature Survey*

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## CHAPTER 2 - LITERATURE SURVEY

### 2.1 REVIEW OF LITERATURE

It is mandatory to review the literature available with respect to the area of the research study. This chapter presents a brief review of the important studies conducted by various analysts in the area of retention and attrition of employees.

Curt Coffman (1999)<sup>1</sup> has initiated a study on “Try and Define a Great Work Place”. He has used a technique called Meta analysis to find links to five business outcomes via retention, productivity, profitability, customers, loyalty and safety. He has found that six key elements a company must follow to retain the talents

Dr. Marilyn Manning (2000)<sup>2</sup> has made a study on “How to attract and retain top talent”. He has found that top talents remain loyal when they believe they are chances for professional growth and challenge. And also identified cross functional team projects where talents are met with work in different teams.

Nagarathna A (2006)<sup>3</sup> has made a study on “Employee retention innovative strategies”. He has analyzed a case of attrition rate in the Indian Pharma sector and

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<sup>1</sup> Curt Coffman, “Try and Define a Great Work Place”, The Gallup Management Journal, 1999

<sup>2</sup> Dr. Marilyn Manning, “How to attract and retain top talent”, Strategic HR Review, Page 31 – 36, 2000

<sup>3</sup> Nagarathna A “Employee retention innovative strategies”, HRM Review, October

found that varied reasons for the attrition and suggested the strategies especially the pharma companies should adopt to retain the talented employees.

William J Rothwell (2007)<sup>4</sup> has made a study on “Motivating for Retention”. His study focuses the methods to be adopted by the superiors to motivate the employees by providing two scales. Bring a manager self reflection instruments on motivating and the works instruments for accessing the managers on motivating for retention.

Joannie Reid and David Crisp (2007)<sup>5</sup> have made a study on “The talent challenge: Creating a culture to recruit, engage and retain the best”. Their study revealed that a company to succeed in each strong, supportive leaders and a carrying innovative culture.

Sanjeev Sharma (2007)<sup>6</sup> has made a study on “Retention Strategies in ITES-BPO Industry”. He has found that the company which identifies and understands their employee’s needs and wants in their work place and make a strategic decision to fulfill those needs will become the dominant players in their markets. He has also suggested the main retention strategies which the industries have to follow.

Raman R (2007)<sup>7</sup> in his study “Strategies to retain human capital in BPO industry” has identified the various retention strategies adopted by the Indian BPO companies. He has classified the reason for the high attrition rate broadly into Drive attrition and

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<sup>4</sup> William J Rothwell, “Motivating for Retention”, HRM Review, May 2007

<sup>5</sup> Joannie Reid and David Crisp, “The talent challenge: Creating a culture to recruit, engage and retain the best”, Strategic HR Review, Page 45 – 49, 2007

<sup>6</sup> Sanjeev Sharma, “Retention Strategies in ITES-BPO Industry”, HRM Review, May 2007

<sup>7</sup> Raman R, “Strategies to retain human capital in BPO industry”,

Drag attrition. He has analyzed the retention strategies adopted by the companies like Wipro, GE, Spectra mind, HCL Tech BPO services, etc...

Van Dijk, HG (2008)<sup>8</sup> in his study “The talent management approach to Human resource management: Attracting and retaining the right people”. He has found the reasons that attracted the talents to the South African public services and the new ways that the developing countries should adopt to attract the best talents from the limited pool.

Nithyanandharoa and Sharvani B (2008)<sup>9</sup> in their study “Attrition in the Indian Retail sector” have identified the need to come up with more ideas to retain the employees in the retail sector in India. Their study discusses the reasons for attrition and also evaluates the retention techniques used in a few reputed retail chains in the twin cities of Hyderabad and Secandrabad.

Sri Jothi T (2008)<sup>10</sup> has made a study “Talent acquisition emerging trends”. Her study sheds like the basic strategies of talent acquisition adopted by various industries like insurance, infrastructure and IT. She has found the various strategies for designing and implementation in talent acquisition and retainment.

Chris Phillippes (2008)<sup>11</sup> in his tudy “Tapping into the next talent generation”. Has found out the methods that organizations can use to attract and retain talent to treat the

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<sup>8</sup> Van Dijk, HG, “The talent management approach to Human resource management: Attracting and retaining the right people”, South African Association and Public Administration Management, 9<sup>th</sup> Annual Conference Bulletin, 2008

<sup>9</sup> Nithyanandharoa and Sharvani B, “Attrition in the Indian Retail sector”, HRM Review, June 2008

<sup>10</sup> Sri Jothi T, “Talent acquisition emerging trends”, HRM Review, July 2008

<sup>11</sup> Chris Phillippes, “Tapping into the next talent generation”, Strategic HR Review

competition. He also found out the efficiencies that can be gained by focusing on the talent management system implementation.

Janaki C (2009)<sup>12</sup> has made a study on “Employee retention a major concern to the organization”. Her study provides insights into employee retention strategies measures and techniques to minimize the attrition rate and the role played by the HR Managers.

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<sup>12</sup> Janaki C, “Employee retention a major concern to the organization”, HRM Review, April 2009

# *Methodology*

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## **CHAPTER 3 – METHODOLOGY**

Research can be defined as a systematic and scientific search for pertinent information. It is the manipulation of things, concepts or symbols for the purpose of generating to extend or verify knowledge, whether the knowledge aids in construction of theory or in the practice of an art. Research refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solutions towards the concerned problem or in certain generalizations for some theoretical formulation.

Research methodology is the method by which a research is conducted. It is a way to systematically solve a problem. In the methodology of research, a researcher understands various steps that are generally adopted in studying a research problem along with the logic behind them.

### **3.1 INTRODUCTION TO RESEARCH DESIGN**

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, it is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data. It includes the mode of data collection, the sample size and the analysis part of the research.

The present study entitled “A study on Measures to Retain the Talents in Engineering Colleges” is of descriptive in nature. It is a survey based study by



designing a questionnaire for collecting data from the target respondents and analyzing those data for knowing the measures to retain the talents.

### **3.2 TARGET RESPONDENTS**

Respondents for our study are the teachers working at various engineering colleges in Coimbatore district.

### **3.3 SAMPLING DESIGN**

A sampling design is a definite plan for obtaining a sample from a given population. It refers to a technique or procedure the researchers would adopt in selecting items for the sample. Sampling design also lay down a number of items to be included in the sample (i.e.) the size of the sample.

The total respondents selected for the study is 100. Hence the sample size is 100.

The sampling technique used for this study is Convenience sampling.

### **3.4 TOOLS FOR DATA COLLECTION**

For any research study, it becomes necessary to collect the data that are appropriate. The data collected here are purely primary in nature. The primary data had been collected through a structured questionnaire which consists of 41 questions of five point scale.

### **3.5 TOOLS FOR ANALYSIS**

For analyzing the data the following analysis has been carried out. Simple percentage analysis has been made to edit and tabulate the data collected through the questionnaire. t test and ANOVA has been also employed.

*Data Analysis  
& Interpretation*

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## **CHAPTER 4 - DATA ANALYSIS & INTERPRETATION**

### **4.1 DATA ANALYSIS**

#### **PERCENTAGE ANALYSIS**

Percentage analysis is the method to represent raw streams of data as a percentage (a part in 100 – percent) for better understanding of collected data. In this study the personnel profile of the respondents are shown through this analysis.

#### **RETENTION INDICATOR SCORE**

In this study a five point rating scale is used as the opinion of the respondents. The score starts from 5 to 1 for Strongly agree, Agree, Neutral, Disagree and Strongly disagree respectively. These scores are added and mean has been calculated. This score is called as retention indicator score.

#### **ANOVA**

It is a technique of analyzing the variance explained by the dependent variable based on selected independent variables. The independent variables are termed as group variables. Analysis of variance is used to find out whether the group means of the dependent variable differ significantly based on the classification of independent variables.

#### **t - Test**

When two samples have been taken from normal distributions that have the same (but unknown) variance and possibly different means, then a t-test

**Table 4.1**  
**Distribution of Respondents by their Age**

<b>Age Group</b>	<b>No. of Respondents</b>	<b>Percentage</b>
Less than 30 years	22	22.0
30 to 40 years	30	30.0
40 to 50 years	33	33.0
50 to 58 years	10	10.0
Above 58 years	5	5.0
<b>Total</b>	<b>100</b>	<b>100</b>

Table 4.1 shows the distribution of the respondents by their age. It is observed that 22% of the respondents are less than 30 years of age, 30% of the respondents are between the age group of 30 to 40 years. It is also clear from the table that majority of the respondents (33%) are between the age group of 40 to 50 years. It is also found that 10% of the respondents are in the age group of 50 to 58 years and 5% are above 58 years.

**Table 4.2**  
**Distribution of Respondents by their Gender**

<b>Gender</b>	<b>No. of Respondents</b>	<b>Percentage</b>
Male	62	62.0
Female	38	38.0
<b>Total</b>	<b>100</b>	<b>100</b>

It is evident from the table 4.2 that the majority of (62%) of the respondents are Male and the remaining 38% of the respondents are female in gender.

**Table 4.3**  
**Distribution of Respondents by their Total experience**

<b>Total Experience</b>	<b>No. of Respondents</b>	<b>Percentage</b>
Less than 2 years	9	9.0
2 to 5 years	24	24.0
5 to 10 years	27	27.0
10 to 15 years	24	24.0
15 to 20 years	11	11.0
20 years and above	5	5.0
<b>Total</b>	<b>100</b>	<b>100</b>

Table 4.1 reveals the total experience of the respondents. 24% of the respondents have an experience of 2 to 5 years and 10 to 15 years. 9% of them have less than 2 years of experience. Majority of respondents (27%) have an experience between 5 to 10 years. 5% of the respondents are experienced 20 years and above. The table also shows that 11% of the respondents have an experience between 15 to 20 years.

Table 4.4

**Distribution of Respondents by their experience in Current Institution**

<b>Experience</b>	<b>No. of Respondents</b>	<b>Percentage</b>
Less than 2 years	28	28.0
2 to 5 years	24	24.0
5 to 10 years	10	10.0
10 to 15 years	21	21.0
15 to 20 years	17	17.0
<b>Total</b>	<b>100</b>	<b>100</b>

It is clear from table 4.4 that majority of the respondents (28%) have an experience of less than 2 years in the institution where they are employed currently. 17% of the respondents have an experience of 15 to 20 years in the current institutions. The table also shows that 24% of the respondents are employed in the current Institution for 2 to 5 years. 10% of the respondents have an experience of 5 to 10 years and 21% are coming under the category of 10 to 15 years.

**Table 4.5**  
**Distribution of Respondents by their Designation**

<b>Designation</b>	<b>No. of Respondents</b>	<b>Percentage</b>
Lecturer	48	48.0
Senior Lecturer	33	33.0
Assistant Professor	15	15.0
Professor	4	4.0
<b>Total</b>	<b>100</b>	<b>100</b>

Table 4.5 shows that 48% of the respondents are lecturers and 33% are senior lecturers. It is also clear from the table that only 4% of the respondents are under the designation of Professors. Remaining 15% of the respondents are Assistant Professors.

**Table 4.6****Distribution of Respondents by their Marital Status**

<b>Marital Status</b>	<b>No. of Respondents</b>	<b>Percentage</b>
Married	74	74.0
Unmarried	26	26.0
<b>Total</b>	<b>100</b>	<b>100</b>

The table 4.6 shows that 74% of the respondents are married. 26% of the respondents are unmarried.

**Table 4.7****Distribution of Respondents by their Educational Qualification**

<b>Educational Qualification</b>	<b>No. of Respondents</b>	<b>Percentage</b>
B.E/B.Tech	11	11.0
M.E/M.Tech	42	42.0
MBA/MBA., M.Phil	35	35.0
Ph.D	8	8.0
Others	4	4.0
<b>Total</b>	<b>100</b>	<b>100</b>

Table 4.7 reveals that only 8% of the respondents have got Ph.D qualification. Majority of the respondents (42%) are with the qualification of M.E., or M.Tech. it is also clear from the table that 35% are with the qualification of MBA or MBA, M.Phil. Those respondents with B.E or B.Tech qualification are only 11%. 4% possess other



Table 4.8

## Age Wise Mean Retention Score

Age group	Mean	S.D	No. of Respondents
Less than 30 years	125.05	16.19	22
30 to 40 years	126.83	13.13	30
40 to 50 years	124.39	12.34	33
50 to 58 years	126.10	12.98	10
Above 58 years	134.00	22.84	5
<b>Total</b>	<b>125.92</b>	<b>14.01</b>	<b>100</b>

Table 4.8 reveals the Age wise mean retention score of the respondents. It is clear from the above table that the overall mean is 125.92.

*Ho: There is no significant difference among the age groups in the average retention scores.*

**Table 4.9**  
**ANOVA for Retention Score**

<b>Groups</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>Significance Level</b>	<b>Table value</b>
Between Age Groups	445.460	4	111.365	0.557	Not significant	2.467
Within Age Groups	18979.900	95	199.788			
<b>Total</b>	<b>19425.360</b>	<b>99</b>				

The ANOVA result shown in table 4.9 reveals that the calculated F value is 0.557% which is less than the table value 2.467 at 5% level of significance. Since the calculated value is less than the table value, it is inferred that there is no significant difference among the age groups in the average retention scores. Hence the hypothesis in respect of it is accepted.

**Table 4.10**  
**Gender Wise Mean Retention Score**

<b>Gender</b>	<b>Mean</b>	<b>S.D</b>	<b>No. of Respondents</b>
Male	123.29	14.84	62
Female	130.21	11.47	38
<b>Total</b>	<b>125.92</b>	<b>14.01</b>	<b>100</b>

Table 4.10 reveals the average retention score of the respondents based on their gender. The overall mean is 125.92 and the standard deviation resulted is 14.01

*Ho: There is no signification difference between Male and Female gender in the average retention scores.*

**Table 4.11**

**t – test Equality of Means for Retention score**

<b>t</b>	<b>Df</b>	<b>Significance level</b>	<b>Table Value</b>
2.458	98	*	1.98

**\*- Significant**

Table 4.11 shows the results of t – test. It is clear from the table that the calculated t value is 2.458 which is higher than the table value of 1.98 at 5% level of significance. Since the calculated value is higher than the table value it is inferred that there is significant difference between Male and Female genders in the average retention scores. Hence the hypothesis is rejected.

**Table 4.12**  
**Total Experience Wise Mean Retention Score**

<b>Total Experience</b>	<b>Mean</b>	<b>SD</b>	<b>No. of respondents</b>
Less than 2 years	115.56	9.03	9
2 to 5 years	129.46	13.82	24
5 to 10 years	125.85	11.45	27
10 to 15 years	124.21	16.11	24
15 to 20 years	128.36	15.75	11
20 years and above	130.80	15.80	5
<b>Total</b>	<b>125.92</b>	<b>14.01</b>	<b>100</b>

Table 4.12 shows the mean retention score based on total experience of the respondents. The mean value is higher (130.80) for the total experience groups of 20 years and above and lowest (115.56) for the group of less than 2 years.

*Ho: There is no significant difference among the total experience groups to the average retention scores.*

**Table 4.13**  
**ANOVA for Retention Score**

<b>Groups</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>Significance Level</b>	<b>Table value</b>
Between Groups	1522.468	5	304.494	1.599	Not significant	2.311
Within Groups	17902.892	94	190.456			
<b>Total</b>	<b>19425.360</b>	<b>99</b>				

The ANOVA result shown in table 4.13 reveals that the calculated F value is 1.599 which is less than the table value 2.311 at 5% level of significance. This shows that there is no significant difference among the total experience in the average retention scores. Hence the hypothesis in respect of it is accepted.

**Table 4.14**  
**Current Experience Wise Mean Retention Score**

<b>Current Experience</b>	<b>Mean</b>	<b>SD</b>	<b>No. of respondents</b>
Less than 2 years	121.07	16.00	28
2 to 5 years	128.63	10.51	24
5 to 10 years	129.50	12.47	10
10 to 15 years	124.43	14.35	21
15 to 20 years	129.82	14.12	17
<b>Total</b>	<b>125.92</b>	<b>14.01</b>	<b>100</b>

Table 4.14 shows the mean retention score based of the respondents based on the experience in the current institution. It is clear from the table that, the mean value for the group less than 2 years of experience is 121.07 and at the same time the mean value is 129.82 for the respondents having an experience of 15 to 20 years in the current institution.

*H0: There is no significant difference among the experience in the current institution groups in the average retention score.*

**Table 4.15**

**ANOVA for Retention Score**

<b>Groups</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>Significance Level</b>	<b>Table value</b>
Between Groups	1267.764	4	316.941	1.658	Not significant	2.467
Within Groups	18157.596	95	191.133			
<b>Total</b>	<b>19425.360</b>	<b>99</b>				

Table 4.15 shows the ANOVA results to find whether there is significant difference among the current experience in the average retention score. The calculated F value is 1.658 which is less than the value of 2.467 at 5% level of significance. It is clear that there is no significant difference among the current experience in the average retention score. Hence the hypothesis is accepted.



**Table 4.16**  
**Designation Wise Mean Retention Score**

<b>Designation</b>	<b>Mean</b>	<b>SD</b>	<b>No. of respondents</b>
Lecturer	126.56	12.65	48
Senior Lecturer	125.61	14.50	33
Assistant Professor	121.67	17.45	15
Professor	136.75	6.85	4
<b>Total</b>	<b>125.92</b>	<b>14.01</b>	<b>100</b>

It is clear from the table 4.16 that the mean score is higher (136.75) for the designation Professor and lower (121.67) for the designation Assistant professor. The overall mean is 125.92.

*H<sub>0</sub>: There is no significant difference among the designation in the average retention score.*

**Table 4.17**

**ANOVA for Retention Score**

<b>Groups</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>Significance Level</b>	<b>Table value</b>
Between Groups	763.585	3	254.528	1.309	Not significant	2.699
Within Groups	18661.775	96	194.393			
<b>Total</b>	<b>19425.360</b>	<b>99</b>				

From the table 4.19, it is clear that the calculated F value is 1.309 which is less than the table value 2.699 at 5% level of significance

As the calculated value is less than the table value, it is inferred that there is no significant difference among the designation and the average retention score. Hence the hypothesis is accepted.

**Table 4.18****Marital Status Wise Mean Retention Score**

<b>Marital Status</b>	<b>Mean</b>	<b>SD</b>	<b>No. of respondents</b>
Married	126.16	14.73	74
Unmarried	125.23	11.94	26
<b>Total</b>	<b>125.92</b>	<b>14.01</b>	<b>100</b>

Table 4.18 depicts the mean retention scores of marital status groups of the respondents. It is clear from the table that the mean value is 126.16 for married respondents and 125.23 for unmarried respondents.

*H<sub>0</sub>: There is no significant difference between Married and Unmarried in the average retention score.*

**Table 4.19**

**t-test for Equality of Means**

<b>t</b>	<b>Df</b>	<b>Significance level</b>	<b>Table Value</b>
0.290	98	Not significant	1.98

From the table 4.19, it is clear that the t-test value is 0.290 which is less than the table value of 1.98 at 5% level of significance. Since the calculated value is less than the table value, it is inferred that there is no significant difference between Married and Unmarried in the average retention scores. Hence the hypothesis is accepted.

Table 4.20

## Educational Qualification Wise Mean Retention Score

<b>Educational Qualification</b>	<b>Mean</b>	<b>SD</b>	<b>No. of respondents</b>
BE/B.Tech	131.45	14.56	11
ME/M.Tech	126.24	13.13	42
MBA/MBA., M.Phil	123.94	15.87	35
Ph.D	125.25	9.64	4
Others	125.25	9.64	4
<b>Total</b>	<b>125.92</b>	<b>13.01</b>	<b>100</b>

Table 4.20 reveals the Mean retention score of the respondents in respect of their Educational qualification. The Mean value is lowest (131.45) in case of respondents possessing B.E or B.Tech qualifications and highest (126.24) for the respondents having M.E or M.Tech qualifications.

The Mean value for the respondents possessing MBA or M.Phil qualification is 123.94 and for Ph.D qualifications is 125.63.

*H<sub>0</sub>: There is no significant difference among the Educational qualifications in the average retention score.*

**Table 4.21**

**ANOVA for Retention Score**

<b>Groups</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>Significance Level</b>	<b>Table value</b>
Between Groups	480.503	4	120.126	.602	Not significant	2.467
Within Groups	18944.857	95	199.420			
<b>Total</b>	<b>19425.360</b>	<b>99</b>				

Table 4.21 reveals the ANOVA results for retention score. It is clear from the table that the calculated F value is 0.602 which is less than the table value 2.467 at 5% level of significance. Since the calculated value is less than the table value, it is inferred that there is no significant difference among the Education qualifications group in the average retention score. Hence the hypothesis is accepted.

*Conclusions*

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## CHAPTER 5 – CONCLUSIONS

### 5.1 SUMMARY OF FINDINGS

- Percentage analysis has been employed and the distribution of respondents has been listed. Majority of the respondents (33%) are between the age group of 40 to 50 years, followed by the respondents in the age group of 30 to 40 years. Only 5% of the respondents are above 50 years.
- Majority of the respondents (62%) are Male and the remaining 38% are Female.
- Only 5% of the respondents have total experience of 20 years and above. 9% of the respondents have less than 2 years of experience.
- 62% of the respondents have an experience between 5 years to 20 years.
- 17% of the respondents have put their service in the same institution for 15 to 20 years.
- 21% of the respondents have an experience of 10 to 15 years in the institution where they are currently employed. Majority of the respondents (28%) have an experience of less than 2 years in the current institution.
- Majority of the respondents (48%) are designated as Lecturers followed by Senior Lecturers (33%)
- Only 4% of the respondents are Professors and 15% of them are Assistant Professors
- Majority of the respondents (74%) are Married and 26% are unmarried.
- 42% of the respondents have an educational qualification of ME or M.Tech and 35% belong to the Management departments with MBA or MBA., M.Phil qualifications.
- 8% of the respondents are Ph.D holders and 4% of the respondents are from interdisciplinary background like MCA and M.Sc., (Maths)
- 11% of the respondents have BE., or B.Tech qualification.



- Respondents 58 years of age are willing to retain in the same institution as their mean score is higher (134.00) when compared to other age group.
- The Analysis of variance test in respect of age groups has revealed that there has been no significant difference among the age groups in the retention scores.
- Female respondents have shown their interest in continuing in the same institution as compared to the male respondents.
- t-test in respect of gender groups has revealed that there has been significant difference at 5% level between Male and Female in average retention scores.
- The mean value of respondents with a total experience of 20 years and above has been 130.80. This shows that they would like to continue in the same institution.
- Those respondents with less than 2 years of total experience want to switch over from the current institution where they are employed.
- The analysis of variance test in respect of total experience for retention score has revealed that there is no significant difference among the total experience in the average retention score.
- Those respondents having less than 2 years of experience in the current institution does not want to retain in the same institution where as respondents with 15 to 20 years of experience in the current institution prefer to continue in the same college.
- Analysis of variance test in respect of experience in the current institution groups in the average retention score has revealed that there is no significant difference among the groups.
- The respondents who are in the designation of Professors have been willing to retain in the same institution where an Assistant Professors have shown their willingness to switch over from the current institution in which they are employed.
- The ANOVA in respect of designation has revealed that there is no significant difference among the designation and the average retention score.
- Unmarried respondents have an idea of switching over from the current institution in which they are employed.

- t-test for equality of means revealed that there is no significant difference between marital status in the average retention score.
- Respondents processing under graduation qualification i.e BE or B.Tech., have expressed their interest to retain in the same institution.
- The respondents from management discipline have expressed more interest to find another better college when compared to other discipline respondents.
- The interdisciplinary respondents have shown their willingness to retain themselves in the same institutions.
- The analysis of variance test in respect of educational qualification to retention score has revealed that there is no significant difference between the groups.

## 5.2 SUGGESTIONS

The study has resulted in the following suggestions for retain the talents in the engineering colleges in Coimbatore district.

- To retain the talents the management should increase their infrastructural facilities for the teachers in par with the recent technological developments. Specifically canteen foods subsidized rates, separate dining facilities, stores and sports facilities for teachers.
- To retain the talents the following staff welfare measures should be provided with
  - Conveyance with concessional/free of cost
  - Mediclaim/Accident claims benefits
  - Interest free loan
  - Leave in par with government norms
  - Encashment of earned leave
- Knowledge up gradation is a vital feature for the teachers of higher education. Hence the institution should provide the following facilities in par with the latest technological developments.
  - Hi speed digital library
  - Wi-Fi internet connectivity
  - Journals and magazines of subject importance
  - Send teachers for training to update research methodologies, teaching methodologies and to know the latest development in their subjects.
- Institutions need to motivate the talents by providing opportunities and financial assistance for attending seminars, workshops, conferences of subject importance and publications.
- Institutions should motivate teachers for doing research activities and publish the research papers.

- The management should widely motivate and help the teachers to take up their doctoral programs.
- It is necessary that the management should ensure that they pay the salary as per the norms of AICTE/UGC
- Necessary promotions are to be provided without delay and the management should ensure job security.
- Staff Quarters may be provided with so that the teachers can be highly dedicated and work for the development of the institutions
- Management should come close with the teachers so that their grievances can be known then and there. This helps the management to keep the teachers free from mental problems and extract at most quality work from them.
- Other official's like head of the institution or department should maintain a good relationship with the teaching staff members. Hence efficiency would be ensured.

### 5.3 SCOPE FOR FURTHER RESEARCH

The current study on the measures to retain the talents with special reference to engineering colleges has provided a bird's eye view on the problems of retaining the talents. It has tremendous information provided for furthering the scope of research by research scholars, academicians, educational institutions and the government. Some of the crucial areas to conduct the research in future are:

- Implementation of new infrastructural facilities in the colleges to enhance its functioning
- Special staff welfare measures that lead towards utmost satisfaction of teachers.
- Development of specific training mechanism that could upgrade the knowledge of faculty members in their subject area.
- Applications of new techniques to maintain interpersonal relationships.

### 5.4 CONCLUSION:

This study has offered some thoughts on various measures that the management of an educational institution especially engineering college should examine to retain the talented teachers. So that the institution and students gets benefited.

## **APPENDIX**

### **Copy of the Questionnaire**

### **A Study on measures to retain the Talents with Special Reference to Engineering Colleges**

#### **Personal Profile (Tick the appropriate options)**

1) Age

- i) Less than 30 years
- ii) 30 to 40 years
- iii) 40 to 50 years
- iv) 50 to 58 years
- v) Above 58 years

2) Gender

- i) Male
- ii) Female

3) Total Experience

- i) Less than 2 years
- ii) 2 to 5 years
- iii) 5 to 10 years
- iv) 10 to 15 years
- v) 15 to 20 years
- vi) 20 years and above

4) Experience in the current Institution

- i) Less than 2 years
- ii) 2 to 5 years

- iv) 10 to 15 years
- v) 15 to 20 years
- vi) 20 and above years

5) Designation

- i) Lecturer
- ii) Senior Lecturer
- iii) Asst. Professor
- iv) Professor
- v) Director

6) Marital Status

- i) Married
- ii) Unmarried

7) Educational Qualification

- i) BE/ B.Tech
- ii) ME/ M.Tech
- iii) MBA
- iv) MBA., M.Phil
- v) Ph.D
- vi) Others

For the Questions given below, kindly tick in the box that you feel is appropriate in your place of work.

- 5 – Strongly agree
- 4 – Agree
- 3 – Neutral
- 2 – Disagree
- 1 – Strongly Disagree

**Infrastructure**

I am satisfied with the following Infrastructural facilities available in my Institution

S. No	Questions	5	4	3	2	1
8	Staff room with separate cabin					
9	Rest room					
10	Separate toilet facilities					
11	Canteen and dining					
12	Medical care					
13	Separate vehicle parking					
14	Office Automation					
15	Photo copying / Printouts at cheaper rates					
16	Stores					
17	Sports					

**Staff Welfare**

I am satisfied with the facilities provided by the management for our welfare

18	Conveyance facilities (Bus/ Van)					
19	Conveyance is provided with concession / free of					



20	Insurance facility (Group Insurance – Medi claim / Accident					
21	Staff welfare loan from the management (Interest free)					
22	Leave					
	Casual Leave					
	Medical Leave					
	Earned Leave					
	Compensatory Casual Leave					
23	Recreation facility ( Sports, Staff tours, etc.,)					

### Knowledge Up gradation

I am satisfied with the facilities provided to upgrade my talents and skills

24	Digital Library					
25	Unlimited Internet access					
26	Magazines and journals					
	Generals					
	Specific to your subject					
27	Text books(Specific number of text books and variety of authors					
28	Financial assistance					

29	Opportunities for attending seminars Workshops / Conference / Paper presentation					
30	Avenues for doing research (M.Phil., Ph.D, Post doctorate)					
31	Financial assistance for doing all courses					
32	Regular training to update subject knowledge (Refresher / new software's, etc., )					
33	Training to update teaching methodologies (Refresher / new software's, etc., )					

**Scope for staff retention**

I am satisfied with the facilities provided by the management which influences me to continue my service in this Institution

34	Salary					
	As per the norms (AICTE / UGC )					
	Salary in time					
	Salary Increments					
35	Job security					
36	Promotions					
37	Staff Quarters					

**Working Environment**

I am satisfied with the interpersonal relationships

39	Management staff relationship					
40	Superior ( Principal / Director) staff relationship					
41	Relationship with HOD and other Colleagues					

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