Investigating the Influence of Decisive Variables on Employee Attrition in Special Needs Schools

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Abstract - Human Resources are backbone for any organisation. Special educators play a substantial role in empowering the differently-abled. Acquiring and retaining the qualified workforce in the field of special education is a question of concern. Attrition across-the-board threatens not only their quality of education, but also leads to moral and psychological and emotional disturbance of differently abled. Special educators who are effectively trained and are conscious of the challenges are the need-of-the-hour. More of the prevailing papers in this context are the outcome of multifaceted investigations performed all over the world other than India. To fill the gap, the current study aims to investigate the contributing factors for the high attrition of educators engaged in mentoring and nurturing special children. The proposed research methodology is twofold - descriptive research methodology followed by empirical study. For determining the factors influencing the employee turnover, the researcher has used excel and Python. The results explored the relationship between selected factors and employee attrition viz. Work-life balance, Organizational culture, Remuneration, Superior- Subordinate relationship. It's not only a grueling state for parents but also proves to be a curse for innocent gifted students to get adapted. If this question is not suitably addressed and explored right now, the lives of exceptional learners will be at stake.
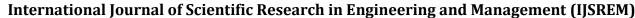
*Key Words***:** Employee churn, Special Education, Differently abled, HR Analytics.

1. INTRODUCTION

In India, the Special Needs Education (SEN) is under Ministry of Social Justice and Empowerment (MSJE). Children with disabilities require special education teachers who are well-versed in their field and aware of the obstacles they will encounter in teaching them.. Generally, New special education teachers stepping into this profession with a great enthusiasm to interact and empower the differently abled with a commitment are getting frustrated and leaving the profession which is the primary cause for special education teacher scarcities in no time. The era of Special education in India started off with the initiative taken by the Christian missionaries and NGO's who are engaged in charity – a way to serve the people in distress and need especially those with visual, hearing and cognitive impairment. Finding qualified professionals to fill special education classrooms is a challenge across the nation. As attrition percentages continue to increase, scarcity of special education teachers is triggering considerable concerns about the value of education being delivered to differently abled students. Most of the Special education schools & colleges in India irrespective of the state and region are running short of certified special educators. Workforces come and go. Appropriate strategies and philosophies are prerequisite to control the budding educator's attrition rate.

2. RELATED WORKS

Rowley and Jackson (2011) refer to Human Resource Management [HRM] as: Managing and working with people, developing them such that the organizations they work in are able to adapt effectively to changes in their regional and universal business settings. According to Marler, J. and

Boudreau, J. (2016) Human Resource Analytics (HRA) a quite recent term which appeared first in 2003 and 2004. They stated HR analytics as a human resource practice empowered by IT that uses descriptive, visual and statistical analyses of data related to HR Processes, human capital, and organizational performance to enable data driven decision making.

Thornton, Bill, et al., (2007) says that new demands and high attrition levels of special education teachers have created a crisis for education and extensive additional stress for special education directors and principals. They further stressed that the critical shortage of highly qualified special education teachers has significantly increased the pressure to hire and retain them. Felix Kwame Kumedzro, (2012) recalls that special needs teachers in particular provide instructions to children with disabilities by adapting and developing materials that match the learning needs of individual learner. Jeremy E. Vittek, (2015), says even though there is a wealth of research on certain aspects of job satisfaction, on stress levels and workloads, salaries and added responsibilities, the association of additional reward and stipends on trainer retention should be explored. The findings of Jeremy E. Vittek, (2015), on promoting special educator teacher retention, conclude that the schools are not properly assimilating their new special education teachers into their districts.

According to Maertz & Campion (1998), research on lower employee turnover has primarily concentrated on an employee's decision to stay with a company and their level of commitment to it; retention procedures should be examined in addition to the quitting procedures. "Customer liking, identification, commitment, trust, readiness to recommend, and repurchase intentions" are the components of retention, according to Stauss et al. (2001). The first two are emotional-cognitive retention constructs, while the latter two are behavioral intentions.

Steel, Griffeth & Hom (2002) added to this view that the fact is often unnoticed, but the motive behind individuals stay is not always the same as the reasons people leave. Researchers such as Gberevbie, (2008) have concluded that if suitable employee retention strategies are adopted and applied

by organizations, workforces will confidently remain and work for the effective accomplishment of organization goals. Kaliprasad (2006) questioned the organization's ability to retain its employees as it completely depends upon its ability to manage them. Kaliprasad (2016) has chalked out four interlinked processes that can be utilized for an operational HRMS - the motivational process; the interaction process; the visioning process; and the learning processes.

2.1 Research Gap

Literature studies evidently show the work that has been done so far in the field employee turnover and retention with reference to special schools in India. Most of the studies on employee turnover and retention have been carried out in the context of business organizations, bank, IT, ITES employees and faculties of higher education. Despite the apparent need of special educators, very few researches have been carried over in the context of special educators. Therefore, this area deserves substantial attention. Furthermore, most of the existing studies on employee turnover and retention of special educators have been carried out in the countries other than India. No straight away research has been done on the employee churn and retention of workforce of special education institutions in India leveraging HR Analytics.

3. RESEARCH OBJECTIVES

The main objective of this study is to identify the reasons behind the high turnover rate of special education teachers by examining the selected decisive variables viz., Work life balance, Organisation culture, Remuneration, Superior – Subordinate relationship influencing Employee attrition and emphasizing them. The proposed study is based on the presumption that:

$H1_0$: There is no significant relationship between selected factors of Work Life Balance and employee attrition.

$H2_0$: There is no significant relationship between Organization culture and employee turnover

$H3_0$: There is no significant relationship between Rewards and recognition and employee turnover

$H4_0$: There is no significant relationship between Superior and Subordinate Relationship and employee turnover

4. METHODOLOGY

The proposed research is twofold. This study tries to gain insights of participants on why they felt, the need to leave their existing special education job and what factors compelled them to reach to this decision. Descriptive research studies followed by empirical approach exploring the relationships and dependencies between selected factors of employee churn in special schools. The responses are stored in a dataset after transforming them into numerical form. It is then pre-processed making it ready for further analysis using statistical computations in SPSS and Python to draw precise conclusions and recommendations for evidence-based predictive decision-making. It focuses on identifying the relationship between various factors and turnover, establishing correlations between them, describing the degree to which these KPI's influences the employee churn. The analysis enables the researcher to determine to what extent there exists relationship between two or more variables that initiates employee's attrition rate in special schools.

4.1 Rationale of the Study

Attrition of special education teachers openly upsets the well-being of the especially abled students. Therefore, the investigator wants to dive deeper to study the factors affecting their turnover in turn if the management responds proximately, it may lead not only to talent retention but also proves to be a boon to gifted students with sensible mindset.

4.2 Scope & Limitations

The scope of this study is to investigate the impact of work life balance, organisation culture and Remuneration, Rewards & Recognition, Superior - Subordinate relationship on the attrition intention of special needs educators in Telangana region only.

4.3 Data Collection and sampling

A structured online questionnaire has been devised to collect the data needed for the study. The Purposive Sampling method - a type of non-probability sampling method is used for selecting the sample from the Special schools in Telangana region. The sample size of the respondents is 63 out of which 34 are male respondents and 29 are females.

5. RESULTS AND INTERPRETATION

The choice of parametric and non-parametric tests is made based on the type of responses stored in the attribute. To determine whether the null hypothesis is accepted or rejected, the Chi-Square Test is employed based on the attributes that were chosen. There has been an attempt to examine and illustrate the relationship between attrition attention and perceived work-life balance issues such as distance from home, work stress, and excessive working hours.

$H1_0$: There is no significant relationship between Work life Balance and employee turnover.

Chi-Square Test			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	30.560[a]	12	.002
Likelihood Ratio	35.306	12	<.001
Linear-by-Linear Association	19.907	1	<.001
N of Valid Cases	63		

Table 1: Chi-square Test for $H1_0$

The corresponding p-value is .002, and the Pearson Chi-Square value is 30.560 with 12 degrees of freedom. At the 0.05 significance level, this implies that work-life balance and employee turnover have a substantial link. The p-value is less than .001 and the likelihood ratio chi-square value is 35.306 with 12 degrees of freedom. This suggests that work-life balance and employee turnover are significantly correlated. The p-value is less than .001 and the linear-by-linear association value is 19.907 with one degree of freedom. It implies that employee turnover and work-life balance have a strong linear relationship. The null hypothesis is rejected, and the results depict that there is a significant association between work-life balance and employee turnover in light of the low p-values obtained from all tests.

$H2_0$: There is no significant relationship between Organisation culture and employee turnover.

All things considered, staff turnover rates in special education are significantly influenced by corporate culture. Employee well-being and job satisfaction are increased by a nurturing, inclusive, and growth-oriented culture, which also lowers turnover and ultimately benefits both the educators and the specially abled children.

Chi-Square Test			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.956[a]	8	.346
Likelihood Ratio	10.772	8	.215
Linear-by-Linear Association	6.001	1	.014
N of Valid Cases	63		

Table 2: Chi-square Test for $H2_0$

The corresponding p-value is .346 and the Pearson Chi-Square value is 8.956 with 8 degrees of freedom. This indicates that, at the 0.05 significance level, there is no connection between corporate culture and employee turnover that is noteworthy. We are unable to reject the null hypothesis because .346 is higher than the usual significance level of 0.05.

$H3_0$: There is no significant relationship between Remuneration, Rewards and Recognition and employee turnover.

Chi-Square Test			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	38.383[a]	11	<.001
Likelihood Ratio	45.505	11	<.001
Linear-by-Linear Association	13.075	1	<.001
N of Valid Cases	63		

Table 3: Chi-square Test for $H3_0$

The p-value that corresponds to the Pearson Chi-Square value of 38.383 with 11 degrees of freedom is less than .001. This suggests that, at the 0.05 significance level, there is a significant correlation between compensation, benefits, and recognition and staff turnover. 11 degrees of freedom are included in the probability ratio chi-square value of 45.505, and the p-value is less than .001. This adds even more weight to the conclusive evidence between employee turnover with compensation, benefits, and recognition. It is concluded that a significant association exists between employee turnover and salary, awards, and recognition, as evidenced by the extremely low p-values obtained from all tests, rejecting the null hypothesis. According to the findings, employee turnover is significantly influenced by their level of recognition and compensation within the company.

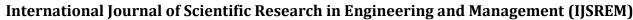$H4_0$: There is no significant relationship between Superior and Subordinate Relationship and employee turnover.

Chi-Square Test			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	37.178[a]	11	<.001
Likelihood Ratio	43.311	11	<.001
Linear-by-Linear Association	26.456	1	<.001
N of Valid Cases	63		

Table 4: Chi-square Test for $H4_0$

The corresponding p-value is less than .001, and the Pearson Chi-Square value is 37.178 with 11 degrees of freedom. At the 0.05 significance level, this indicates a significant correlation between employee turnover and the superior-subordinate relationship. The p-value is less than .001 and the likelihood ratio chi-square value is 43.311 with 11 degrees of freedom. This provides more evidence for the strong correlation between employee turnover and the interaction between superiors and subordinates.

Hence, the results clearly depicts that there is a substantial association between employee turnover and superior-subordinate relationships, as evidenced by the very low p-values seen in all tests. Therefore, null hypothesis is rejected.

6. CONCLUSION

Disabled children are susceptible, and their life is not the bed of roses like normal children. They encounter a variety of financial, physical, and attitude barriers. It is the moral responsibility of every one of us to stretch a helping hand in not only empowering them but also providing them a chance to lead their life independently. As it is known, employees are the most cherished resources of any organization / institution, efforts to retain the valued staff must be the fundamental and foremost task. Reducing the employee churn rate and retaining the rewarding employees must be the key concern for any institution. The results depicts that the attrition rate of special educators is highly affected mostly by work life balance, remuneration rewards & recognition and superior – subordinate based on the recorded data from the respondents.

7. FUTURE WORK

The current study is a part of the research and showcased only the relationships and dependencies of the selected factors on the targeted attrition of special educators. Future work enlightens the impact of extended factors towards the rate of turnover.

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