

Topic: Retention Strategies for Women Faculty Members in Private Colleges: A Focus on Meerut District

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ABSTRACT

This study examines retention strategies for women faculty members in private colleges in Meerut district, focusing on key factors affecting their job satisfaction and commitment. A quantitative survey was conducted with **68 women faculty members**, using a structured questionnaire based on a 5-point Likert scale.

Findings indicate that inadequate salary and financial benefits are the leading cause of turnover ($M = 4.13$), followed by positive perceptions of feeling appreciated at work ($M = 3.90$) and involvement in decision-making ($M = 3.84$). Respondents also rated promotion equity ($M = 3.81$) and work-life balance ($M = 3.65$) favorably. Moderate satisfaction was noted with salary and benefits ($M = 3.41$) and grievance mechanisms ($M = 3.28$).

A key concern is gender-based unfair treatment, which received a low score ($M = 2.59$), pointing to ongoing challenges in workplace equity. The study recommends regular salary reviews, improved policy communication, gender sensitization, and equitable workload distribution to strengthen retention of women faculty in private institutions.

Keywords: Higher education institutions; faculty retention, institutional support; work-life balance; career development; job satisfaction; retention initiatives.

I. INTRODUCTION

An institution of higher education has to be able to create and implement teachers who can clearly communicate its enthusiasm and vision if they are to guarantee student satisfaction. Faculty performance—as researchers and as instructors—greatly shapes the student experience in higher education. Student learning results are much shaped by faculty. Women faculty members are highlighted in the current literature as being absolutely essential for preserving and improving the quality of higher education.

Educational institutions depend on good faculty recruiting and retention since low retention could have significant financial and academic effects. Long a source of worry, particularly in private higher educational institutions, is faculty turnover. It is well known that a major difficulty in management

colleges is faculty turnover; a significant portion—ranging from one-fourth to one-half—leave not just their positions but also the teaching profession altogether within the first few years of employment. Teaching is not usually seen as a passing career. Long-term health and success of any organization depend on retaining important professors. When top faculty stay, universities gain from high-quality research and teaching, more student happiness, harmonious working relationships, efficient succession planning and the protection of institutional knowledge. Employee retention is vital since it relates to many facets of the organization, including training expenditures, knowledge continuity, staff morale and the great cost of hiring procedures. Ultimately, an expensive and disruptive problem resulting from not keeping excellent women faculty members is revealed.

II. SIGNIFICANCE OF STUDY

This study is significant as it provides valuable insights into the perceptions and experiences of women faculty members regarding workplace factors influencing their job satisfaction and retention. Specifically:

- **Identifies Key Factors Influencing Turnover:** The study highlights salary and financial benefits as major causes of faculty turnover, emphasizing areas for institutional policy improvement.
- **Addresses Gender-related Issues:** By examining perceptions of gender-based unfair treatment and family-friendly policies, it draws attention to existing challenges and gaps in creating an equitable work environment.
- **Informs Policy Development:** Findings related to work-life balance, involvement in decision-making, and grievance mechanisms offer actionable information for university administrators to enhance faculty welfare and institutional support systems.
- **Promotes Gender Equity:** Understanding the level of awareness and effectiveness of special policies for women teachers helps institutions to strengthen gender equity measures and leadership opportunities.
- **Supports Retention Strategies:** The study's insights on workload and work pressure guide management in designing retention strategies that reduce burnout and improve faculty satisfaction.

III. REVIEW OF LITERATURE

Manogharan *et al.* (2018) investigated the reasons behind high staff turnover in private higher education institutions, particularly in small colleges. Three similar colleges were selected and academic coordinators interviewed. The qualitative approach revealed key factors contributing to staff turnover, including workload, role conflicts, underpayment, and intrinsic issues. The study recommended strategies for improving staff retention and urged Malaysian Quality Accreditation to monitor and regulate academic staff turnover in these institutions.

Monga and Monga (2018) studied faculty retention at a private university in Solan, Himachal Pradesh. Using in-depth interviews with 12 senior faculty members, the research identified key factors influencing retention, including leadership, institutional culture, growth opportunities and the university's mission. The study concluded that universities should integrate these factors into retention strategies and align them with faculty's needs and institutional support.

Pandita, D., & Ray, S. (2018) examined the impact of talent management strategies on employee retention, emphasizing that organizations prioritizing employee engagement, supportive work culture

and clear career development paths experience higher retention rates. The research synthesized findings from various organizations but did not disclose a specific sample size.

Trimmer, K., Ward, R., & Wondunna-Foley, L. (2018) explored the challenges and enablers influencing the retention of Indigenous pre-service teachers at a regional Australian university, involving 31 participants. Key enablers included culturally responsive institutional practices, integration of Indigenous perspectives in the curriculum, mentorship programs, flexible learning options, and strong cultural identity and belonging. Community engagement also emerged as vital for academic persistence. The findings highlight the importance of inclusive policies that respect Indigenous knowledge systems and create supportive, culturally safe learning environments.

Pandita, D., & Ray, S. (2018) examined talent management practices revealed that prioritizing employee engagement, supportive work culture and clear career development opportunities significantly improves employee retention. Organizations implementing these strategies experience higher job satisfaction and reduced turnover rates. The research, based on various organizational settings, highlights the importance of aligning HR policies with employee needs to maintain workforce stability.

Gorde (2019) conducted a study on employee retention, focusing on the strategies organizations use to retain skilled and committed employees. The study highlights that employees are valuable assets, and their retention is crucial for organizational success. It emphasizes the importance of employee satisfaction and the need to address the reasons for employee turnover. The study aims to show the significance of retention practices in the current business environment and discusses the potential consequences organizations may face if they fail to take immediate action. Through this research, it was concluded that organizations must prioritize employee satisfaction to prevent high turnover and sustain growth.

Kamalaveni *et al.* (2019) conducted a secondary research study to examine employee retention practices and strategies adopted by organizations worldwide. The study highlights the challenge HR managers face in retaining a talented and committed workforce, especially in the competitive, technology-driven environment of the 21st century. Through a review of various research articles, journals, and books, the authors explored the concept of employee retention, factors influencing retention, and effective strategies for improving retention across different industries. The study concluded that employee retention is critical for organizational growth, and organizations must adopt comprehensive strategies to retain skilled employees in a dynamic business environment.

Sinniah *et al.* (2019) studied the impact of HRM practices and job satisfaction on talent retention among PhD holders in private Malaysian universities. The study surveyed 110 PhD holders and used PLS-SEM software for analysis. The results showed that salary was a key factor in retention, with participants dissatisfied with low compensation, while promotions and recognition had less influence. The study concluded that improving salary packages is essential for retaining talented faculty.

Unzilla Khan (2020) explored the effects of employee retention on organizational performance, emphasizing that employee retention is crucial for achieving organizational goals and is influenced by various factors within the business. The study focused on how motivation, work environment, primary hygiene factors, and secondary hygiene factors impact retention at Rich Light Exports (Pvt.) Ltd in the Anuradhapura District. Using data from 50 employees and analysing it through SPSS, the study found that motivation and hygiene factors had a strong positive impact on retention, while the work environment, although positive, had a weaker effect. Based on these findings, recommendations were provided to improve retention strategies at Rich Light Exports.

Khan (2020) emphasized the need for effective retention strategies, focusing on employee satisfaction as a key factor in retaining skilled and committed workers. A qualitative approach was used to explore the root causes of employee turnover and highlight the consequences of failing to address these issues. The findings suggested that without proactive retention measures, organizations risked experiencing adverse outcomes that could harm both operational success and their industry standing. The study concluded that organizations needed to implement targeted retention strategies to maintain a competitive edge in today's dynamic business environment.

Chandrasekara *et al.* (2020) examined employee retention at Rich Light Exports (Pvt) Ltd in Anuradhapura District, focusing on motivation, work environment, and hygiene factors. The study used a conceptual model based on existing literature and tested it with data from 50 apparel sector employees, selected via stratified random sampling. Descriptive analysis and Pearson correlation were conducted using SPSS to assess the impact of these factors on retention. The findings indicated that motivation and hygiene factors had a strong positive relationship with retention, while the work environment showed a weaker, though still positive, influence. The study recommended enhancing retention strategies, with an emphasis on motivation and hygiene factors, to boost employee commitment.

Susyana *et al.* (2021) explored work-life balance in higher education, focusing on Indonesian students. They reviewed existing literature and identified gaps in research. The study used academic papers from search engines with relevant keywords. Findings showed limited research on student work-life balance in Indonesia. The paper emphasized the need for policies addressing students' unique needs, especially during the pandemic. The authors proposed future research agendas specific to Indonesia's educational context.

Zhang *et al.* (2021) explored teacher leadership (TL) and the factors contributing to it in Chinese private higher education institutions (HEIs). The study aimed to develop a model to explain TL, focusing on the roles of teacher self-efficacy (TSE) and teacher competence (TC). A sample of 4,152 participants responded to an 11-item questionnaire using a 5-point scale, measuring TL, TSE and TC. The findings indicated that both TSE and TC were significantly associated with TL, supporting the proposed hypotheses. The study concluded by discussing the practical and theoretical implications of these results, emphasizing the importance of TSE and TC in fostering effective teacher leadership in private HEIs and suggesting areas for future research.

Adnan Ahmed & Dr Muhammed Arif (2021) explored factors influencing employee retention in Pakistan's fast-food industry, specifically focusing on floor-level staff at KFC and McDonald's. A quantitative approach was used with a sample size of 126 employees and the research identified that job satisfaction, brand image, and job security had a significant impact on retention, while career development and supervisor support were found to have an insignificant effect. Based on purposive sampling and statistical analysis, the study concluded that enriching job roles and enhancing employee motivation were key to improving retention in the fast-food sector.

Cariappa *et al.* (2021) examined the key factors affecting faculty retention in higher education institutions. They emphasized the importance of retention for maintaining educational quality amid challenges such as high turnover rates. The methodology involved a systematic review of academic studies, surveys, and reports to identify key factors like job satisfaction, institutional support, and career development. The study concluded that faculty retention was influenced by personal, organizational and external factors, including institutional culture, leadership, compensation and professional development.

The authors recommended targeted strategies to address these factors and improve retention in academic institutions.

Khan (2021) studied the factors affecting faculty retention in ABET-accredited institutions, focusing on faculty roles in enhancing reputation and meeting market needs. Data from 737 faculty members across 27 institutions highlighted the importance of institutional support, reduced lecture hours and research opportunities in retention. The findings showed a low faculty turnover (0.54%) and concluded that work-life balance and institutional support were more influential on retention than structural factors like the student-to-faculty ratio.

Ahmed *et al.* (2021) explored key factors influencing employee retention in Pakistan's fast-food industry, focusing on policies for retaining floor-level staff. Using quantitative analysis, the research examined variables like job satisfaction, brand image, job security, supervisor support and career development. The findings revealed that job satisfaction, brand image and job security significantly impacted retention, while career development and supervisor support had minimal effects. The study concluded with recommendations for job enrichment strategies and efforts to boost employee motivation to improve retention.

Sadagheyani, H. E., Ebrahimi, M., & Tatari, F. (2022) examined responses from 140 faculty members in Iranian universities and found that clear promotion policies, supportive work conditions and access to professional development are key factors influencing faculty retention. It also highlighted that organizational justice and academic autonomy positively affect job satisfaction. The study recommended that institutions adopt participatory decision-making and long-term career planning to reduce faculty turnover.

Mahadi, N., et al. (2022) examined the impact of knowledge management practices on employee retention in the telecom sector, finding that organizations promoting knowledge sharing, continuous learning and flexible work arrangements tend to retain employees more effectively. The study also identified that fostering a collaborative culture and providing access to updated technological resources enhance job satisfaction and organizational commitment. It recommended that telecom companies invest in robust knowledge management systems and prioritize employee development programs to reduce turnover and improve overall performance.

Andrew Sija (2022) found that employee recognition is a key factor influencing employee retention in private hospitals in Malaysia, especially during the COVID-19 pandemic. A survey of 123 respondents, analysed using SPSS version 26, revealed that job satisfaction and employee recognition were the strongest predictors of retention. While factors such as work environment and compensation were less influential, they were still recognized as important. The study concluded that fostering trust, enhancing leadership credibility and improving hospital facilities are essential for retaining healthcare talent and improving workforce productivity.

Pradhan et al. (2022). Interviews and surveys gathering data centered on retention facilitators and hazards. Effective development programs, academic independence, organizational culture, and peer support were among the main retention influences revealed by the results; difficulties included managerial problems and financial pressures. The research found that fair grading systems, job modifications and mentoring would improve faculty retention and institutional commitment. Transparent retention techniques also help.

Kuuyelleh et al. (2022) looked at academic personnel retention methods at Ghanaian technical institutions. Keeping qualified professors has grown more and more important as these institutions have

lately acquired university rank. Employing organizational equilibrium theory, a qualitative technique was used with four technical universities' semi structured interviews with data thematically analysed.

Zainal et al. (2022) researched how to investigate work-life balance, work atmosphere and compensation and rewards have affected employee retention in Malaysia's service sector. Data from 400 employees obtained through online questionnaires have been examined using Partial Least Square Structural Equation Modelling (PLSSEM), which also tests the hypotheses. Results have indicated that while work life balance and work environment have favourably affected retention, reward and compensation have turned out to be a much more powerful element.

Chatzoudes et al. (2022) investigated elements influencing employee turnover intention among European workers. Using a quantitative methodology, data from employees throughout five European nations were gathered. Employee commitment and job satisfaction, the study found, are main causes of turnover, whereas good working circumstances help to retain people. It advised firms to develop supportive environments, foster good relationships and use HR policies that encourage career development. The conceptual framework divides retention elements into physical, nonphysical and strategic aspects, hence offering a whole approach to retention plans.

Iqbal et al. (2022) investigated how leadership philosophies influence employee retention in the higher education industry in Pakistan. Using a digital questionnaire for data gathering, the research included 411 employees. The results showed that employee retention was greatly influenced by transformational leadership whereas variables like sex, level of education, employment status and supervisor's sex had no effect on retention. The research stresses the need of excellent leadership in keeping employees in higher education.

Vasantham et al. (2022) concentrated on analysing prior studies in order to find important elements affecting employee retention. It emphasized several key elements including compensation, work life balance, management techniques, work environment, social support, autonomy, training and development opportunities, career development possibilities. The approach included analysing the results of several studies carried out by different academics to investigate how these elements helped to retain employees. Emphasizing the significance of these elements in developing a committed and productive labor, the paper recommended organizations concentrate on bettering these spheres to raise employee satisfaction and retention.

Macaraig et al. (2023) investigated the elements affecting employee retention in Cambodian private firms. The study evaluated retention elements using two rounds with 34 participants—including middle managers and human resources professionals—using the Delphi Method. Five main elements influencing retention were discovered by the results: compensation, promotion chances, work environment, training and development and work-life balance. Based on expert consensus, the study concluded that organizations should give these elements top priority to improve retention policies in a competitive and developing economy.

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Shrestha and Prajapati (2023) investigated the connection between employee retention in Nepalese bank and financial institutions and HRM policies. They collected 135 replies using a questionnaire and discovered that employee retention was clearly related to promotion possibilities and remuneration policies. Recruitment, selection, and training, on the other hand, had little to no impact. The research found that to boost retention BFIs should concentrate on just pay and prompt promotions.

Magaisa et al. (2023) looked at the effects of Zimbabwe's economic downturn on the capacity of manufacturing businesses to keep skilled people. Data from 100 respondents across 50 manufacturing firms, including directors, managers, supervisors and employees, were gathered utilizing a quantitative method. The results showed that many businesses struggle to keep personnel, with high attrition rates worsened by regular downsizing and restructuring. The research came to the conclusion that organizations should implement customized, effective employee retention plans suited to the present economic conditions to stabilize the workforce and boost corporate resilience during financial uncertainty.

Hoque et al. (2023) examined elements affecting the attraction and retention of university teachers at Durban University of Technology. Twelve carefully chosen academics were approached for qualitative data collection. The results showed that the institution battles to attract talent as new recruits usually join based on job availability rather than particular incentives. Key retention elements included chances for training and mentorship, flexible work hours, access to resources, job satisfaction and interesting work. To increase both attraction and retention, the research recommended that university management improve the compensation system, reinforce employee benefits and promote a supportive culture.

Malinao et al. (2023) investigated the retention tactics of a family owned private HEI in the Philippines, currently dealing with a teacher shortage brought on by institutional reforms in education. Fifty-two

workers were interviewed for the study to evaluate job pleasure and pin down elements affecting retention. Findings revealed that the organization applies competitive methods to keep top employees, mostly due to interpersonal relationships with leaders. The study recommends increasing activities to meet employee needs and strengthen retention tactics.

Suryani et al. (2023) investigated the elements affecting employee retention and turnover in the education sector. Using an online questionnaire with a 5point Likert scale, 115 lecturers and academic staff members gathered data, which was then examined using structural equation modelling-based partial least squares. The results revealed that while also lowering employee turnover, training greatly increased job satisfaction and employee retention. The research determined that job satisfaction is the most important influence on employee turnover and advised on going training as a main retention tool.

Zamri (2023) examined employee retention among Malaysian academics, stressing the serious problem of turnover in higher education. Low compensation, restricted chances for career advancement and job discontent are among the main causes driving instructors to leave found in the study. By means of surveys and academic research, the study investigates these problems and their effects on turnover expenses. The results show how vital it is for universities to solve pay issues and offer career advancement chances to increase retention. According to the study's conclusions, to keep brilliant lecturers, universities must use methods that provide competitive pay and career development, therefore lowering turnover and improving the quality of education.

Altassan and Rahman (2023) investigated how organizational culture affects employee retention in higher education colleges (HEIs). Particularly in HEIs, the study fills the gap in knowledge about the part culture plays in employee retention. Utilising a quantitative methodology, the study surveyed 264 workers using a convenience random sampling technique and gathered information via questionnaires. Data were analysed using SPSS software. Achievement culture was most pervasive in HEIs, the study found, therefore cultivating a positive achievement and support culture could assist retain talented workers. Furthermore, it implies that institutions of higher learning should establish policies that improve friendly cultures while reducing unfavourable cultural elements.

Raja and C. L. (2024) emphasized the need of employee retention in sustaining a steady workforce in the face of fierce talent rivalry. It investigated successful retention techniques and pinpoints major organizational problems affecting employee loyalty using both qualitative and quantitative approaches. The results revealed that holding on to deserving employees, improving corporate stability, client happiness, succession planning and preservation of institutional knowledge depend on establishing a good work environment and knowing the causes of turnover.

Doe and Smith (2024) researched how organizational culture affects employee performance. The research looked at important cultural elements including innovation, leadership, teamwork and communication. Using a set questionnaire, data were gathered from 130 respondents and examined with SPSS. The results revealed that employee performance was best predicted by teamwork and communication; leadership and innovation had beneficial but not statistically significant impacts. To boost performance and organizational efficiency in these institutions, the study advised that top priorities include communication improvement and teamwork support.

Macaraig et al. (2024) examined the elements influencing employee retention in private firms in Cambodia, paying particular attention to compensation, promotion prospects, workplace, training, work-life balance, and job satisfaction. Model synthesis and the Delphi technique were used by the researchers to find major retention factors. A survey of 410 respondents across several industries showed that job

satisfaction, mostly fueled by compensation and work life balance, was the most important element determining retention. Data analysis via Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM) verified these results. According to the research, retention strategies should be tailored to meet the specific needs of each employee since these elements vary from one person to another.

IV. OBJECTIVES OF THE STUDY

1. To identify the key reasons behind the turnover of women faculty members in private higher education institutions in the Meerut district.
2. To examine the factors that significantly influence the retention of women faculty members in private colleges in Meerut.
3. To analyse the specific challenges and problems faced by women faculty members that affect their long-term retention in private institutions.
4. To evaluate the retention strategies currently adopted by private colleges in Meerut to support and retain women faculty.

V. RESEARCH DESIGN

In the present research study researcher used descriptive research design method which includes surveys and fact-finding enquiries of different kinds.

SAMPLE DESIGN

In the present study, researcher used convenience sampling to collect the information from different respondents. The Universe for this research study considers the faculty members of private higher education institutions. The sample has been drawn from faculty members working in private higher education institutions in Meerut district for the study. A sample of 68 women faculty members from almost 15 private higher education institutions has been selected. Sample Size- 68 Women faculty members.

COLLECTION OF DATA

Primary Data: In the present study 68 women faculty members have been included in the survey which has been selected from private higher education institutions from Meerut District.

Secondary Data: The researcher has used following sources for collection of secondary data: Reports and Publications, Various Research Journals, Ph.D. Thesis and Websites like www.sciencedaily.com, www.academicpublishingplatforms.com, www.academicpublishingplatforms.com, etc.

STATISTICAL TECHNIQUE USED IN THE STUDY

The present study employed **descriptive statistical techniques** to analyse the data collected through a structured Likert-scale questionnaire. The primary objective was to determine faculty perceptions regarding workplace environment, gender equity and institutional support mechanisms.

Table 1.

Respondent	Q1.	Q2.	Q3.	Q4.	Q5.	Q6.	Q7.	Q8.	Q9.	Q10.	Q11.
1	4	2	2	4	2	5	4	5	4	1	2
2	4	4	4	4	4	2	4	4	4	4	4
3	5	2	1	2	2	3	2	3	1	5	2
4	5	4	2	4	4	4	4	4	2	2	4
5	3	4	2	4	4	2	4	3	3	2	2

6	4	4	4	4	4	2	4	5	5	5	4
7	5	5	5	4	4	2	4	4	4	4	4
8	5	3	4	4	3	2	3	3	1	5	2
9	3	4	4	4	4	2	4	4	3	3	3
10	5	5	4	5	5	2	4	4	4	3	3
11	4	2	2	3	2	4	2	3	2	4	2
12	5	5	4	5	5	2	4	5	4	4	5
13	3	4	4	3	4	2	4	4	2	4	4
14	4	4	2	3	4	3	2	4	5	4	3
15	4	3	2	3	3	4	4	4	3	4	3
16	4	4	4	4	4	2	5	4	4	2	4
17	5	5	5	5	5	2	2	4	3	2	3
18	5	5	5	5	4	5	5	5	5	5	5
19	4	4	4	4	4	2	4	4	4	2	2
20	4	4	4	4	4	2	2	4	3	3	2
21	4	4	4	4	4	2	2	4	3	3	2
22	4	5	2	2	4	4	1	4	5	5	4
23	4	5	4	4	4	3	4	4	3	3	3
24	3	4	4	4	4	2	4	5	4	3	3
25	5	4	4	4	4	2	2	4	4	2	4
26	4	4	4	4	5	5	5	4	4	2	4
27	4	4	4	4	4	2	4	4	4	4	2
28	5	5	4	4	4	2	4	4	4	4	4
29	4	4	4	4	4	2	4	3	4	2	2
30	5	3	2	3	4	2	3	3	3	5	3
31	4	4	2	2	4	2	4	4	2	4	4
32	4	4	4	4	4	2	4	4	3	3	2
33	4	5	4	5	4	2	4	5	4	3	4
34	4	4	4	4	4	5	4	4	4	5	5
35	4	4	2	4	4	2	3	5	2	4	2
36	5	5	5	5	5	5	5	5	5	5	5
37	4	5	4	4	4	4	4	4	5	5	4
38	4	4	4	4	4	4	2	2	2	4	4
39	2	2	2	2	4	2	1	2	3	4	4
40	4	5	4	5	5	2	5	5	5	5	4
41	5	4	2	4	3	3	2	4	2	2	2
42	2	2	2	2	2	2	2	2	2	2	2
43	5	1	1	2	3	1	2	2	4	4	1
44	4	4	4	3	4	3	2	3	2	4	3
45	4	5	4	4	4	2	4	5	5	4	4
46	5	2	4	2	2	4	3	2	2	4	2
47	4	4	4	4	4	2	3	3	2	2	3

48	5	4	4	4	4	3	4	4	5	5	4
49	4	3	2	3	4	2	2	4	2	4	2
50	4	4	4	4	4	2	4	4	4	4	2
51	4	3	2	2	4	3	3	3	2	4	4
52	5	4	4	4	4	4	3	4	4	5	4
53	5	4	4	5	4	4	5	4	4	5	5
54	3	4	4	4	4	2	3	4	2	2	2
55	2	4	4	4	2	2	3	2	2	3	2
56	4	5	4	4	5	4	2	4	2	4	4
57	5	4	4	4	4	2	4	4	4	1	4
58	4	4	4	4	3	2	4	3	4	2	2
59	4	5	4	4	4	2	4	5	4	5	4
60	4	4	2	3	4	2	2	4	2	4	4
61	4	3	2	4	4	2	4	4	4	4	4
62	5	5	4	4	3	2	2	4	2	4	5
63	3	3	4	2	4	2	3	4	3	4	4
64	4	3	2	3	4	3	3	3	4	4	3
65	4	4	4	3	4	2	4	4	4	4	4
66	4	3	4	3	4	1	4	5	4	4	4
67	5	5	4	2	4	2	1	2	1	3	5
68	4	4	2	3	4	1	2	4	2	4	2

VI. DATA ANALYSIS AND INTERPRETATION

Question	Topic	Mean Score	Likert Scale	Classification	Interpretation
1	Salary and financial benefits cause turnover	4.13	Agree	High	Faculty perceive salary as a major factor behind turnover.
2	Feeling appreciated and valued at work	3.9	Agree	High	Majority feel recognized and valued.
3	Satisfaction with salary and benefits	3.41	Agree	High	Fair satisfaction, but improvement possible.
4	Institution allows healthy work-life balance	3.65	Agree	High	Work-life balance is generally perceived as manageable.
5	Involvement in decision-making	3.84	Agree	High	Staff feel included in decisions.
6	Experience of gender-based unfair treatment	2.59	Disagree	Low	Gender discrimination is perceived as a concern.

7	Availability of family-friendly policies	3.29	Neutral	Medium	Policies exist, but satisfaction is moderate.
8	Equal treatment in promotions/leadership	3.81	Agree	High	Perceived fairness in leadership and promotions.
9	College has special policies for women teachers	3.28	Neutral	Medium	Some awareness, but impact or visibility is limited.
10	Long hours/workload make women consider quitting	3.59	Agree	High	Workload seen as a reason woman may consider quitting.
11	Access to grievance redressal mechanisms	3.28	Neutral	Medium	Grievance mechanisms are present but need trust and transparency improvements.

Internal Consistency (Cronbach's Alpha)

- Number of items (K) = 11
- Variance of each item ($\sum \sigma_i^2$) = sum of variances = 10.15 (sum of individual variances listed)
- Variance of total test scores (σ_t^2) = 51.40 (from previous data)

Using Cronbach's Alpha formula:

$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right) = \frac{11}{11-1} \left(1 - \frac{10.15}{51.40} \right) \approx 0.77$$

VII. FINDINGS

The analysis of survey responses, based on a 5-point Likert scale, reveals key insights into faculty perceptions regarding workplace environment, gender equity and institutional support mechanisms. The findings are categorized into three domains for clarity:

Strength Areas (High Agreement)

- **Perceived Causes of Turnover (M = 4.13)** Respondents strongly agree that inadequate salary and financial benefits are significant contributors to faculty turnover. This perception highlights an urgent need to reevaluate compensation frameworks.
- **Feeling Appreciated at Work (M = 3.90)** A high mean score suggests that most women faculty members feel recognized and valued, reflecting a generally positive workplace culture that fosters motivation and engagement.
- **Involvement in Decision-Making (M = 3.84)** Employees report meaningful inclusion in institutional decisions, suggesting participatory governance structures that may enhance institutional trust.
- **Work-Life Balance (M = 3.65)** Faculty perceive a fair balance between work responsibilities and personal life, although this perception may vary across departments and roles.
- **Equity in Promotions (M = 3.81)** The high rating indicates that opportunities for promotion and leadership are perceived to be fairly distributed, suggesting progress in gender equity practices.

- **Workload Pressure on Women (M = 3.59)** A majority acknowledge that long working hours contribute to women considering resignation, signalling workload distribution as a gendered issue that warrants strategic intervention.

Neutral Areas

- **Satisfaction with Salary and Benefits (M = 3.41)** Faculty express moderate satisfaction, implying that while basic expectations may be met, opportunities for enhancement remain.
- **Family-Friendly Policy Availability (M = 3.29)** The responses show awareness of such policies exists, but their adequacy or effective communication might be lacking.
- **Policies for Women Teachers (M = 3.28)** Although policies targeting women educators exist, their impact or visibility appears limited among respondents.
- **Access to Grievance Redressal Mechanisms (M = 3.28)** Faculty acknowledge the existence of redressal systems, but moderate scores suggest concerns regarding trust, accessibility or responsiveness.

Area of Concern (Low Agreement)

- **Gender-Based Unfair Treatment (M = 2.59)** This score falls within the “Disagree” range, indicating significant concern about discriminatory practices. It underscores the need for comprehensive gender sensitization and strict policy enforcement.

Conclusion

The results of this study underscore both commendable institutional practices and critical areas in need of administrative improvement within private colleges in the Meerut district. On the positive side, the findings reflect a generally inclusive and appreciative work environment for women faculty members. Many respondents reported feeling valued at their workplace, actively involved in institutional decision-making processes and experiencing a healthy work-life balance. Furthermore, there is a strong perception of fairness in promotional opportunities and leadership roles, suggesting that some degree of gender equity has been successfully embedded within institutional practices.

Despite these encouraging indicators, the study also reveals several pressing challenges that must be addressed to enhance long-term retention of women faculty members. A significant concern is the perception of gender-based unfair treatment, which suggests the presence of subtle or overt discriminatory practices that can erode trust and morale. Additionally, while some family-friendly and women-supportive policies exist, their visibility and perceived impact remain limited, indicating gaps in communication or policy implementation. Salary dissatisfaction and workload pressures also emerge as key issues, with respondents linking inadequate compensation and long working hours to increased turnover risk. These findings highlight the need for a more structured and proactive approach toward equitable workload distribution, transparent communication of supportive policies, and regular review of compensation structures to improve retention outcomes for women faculty in private institutions.

Recommendations

- Conduct regular salary audits to align compensation with industry standards.
- Implement robust gender sensitization programs and enforce anti-discrimination policies.
- Promote workload equity, especially for women faculty.
- Improve visibility and accessibility of family support and grievance mechanisms.
- Continue encouraging faculty involvement in governance and recognition initiatives.

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