Literature Review:

**Lankford, Loeb, and Wyckoff (2002)**
The author using data from teacher personnel files the authors found that teachers transferring to other districts in New York State between 1993 and 1998 experienced increases in salary of between 4 and 15 percent.

**Kirby, Berends, and Naftel (1999)**
The authors in studying Texas teacher cohorts from 1987 to 1995, found that a $1,000 increase in salary was associated with reduced attrition from the state education system of about 2.9 percent overall and 5 to 6 percent among Hispanic and black teachers.

**Mont and Rees (1996)**
The Authors using ten years of longitudinal data on 525 high school teachers hired in the State of New York in 1979, found that higher salaries were associated with lower attrition. This study indicated that, all else equal, a 10-percent increase in starting salaries would result in 6 percent less attrition.

**Brewer (1996)**
The author suggests that there is a positive association between faculty salaries and the retention rates of female faculties in New York between 1975 and 1990. The author also said that higher alternative rewards, measured by teaching salaries outside the district, were related to higher attrition rates, and that, for men, higher district salaries for administrators were linked to higher retention rates, suggesting that the prospect of future earnings induced men to stay in teaching.

**Theobald (1990)**
The author has used the Washington State personnel records for the years 1984–1987 and concluded that a teacher’s estimated next-year salary was positively correlated with the decision to remain. If teachers could predict that they would earn 10 percent more next year in their current district, they were 6.9 percent more likely to stay, holding all else constant.
Johnson and Birkeland (2003)
The author in a descriptive analysis of longitudinal interview data collected in 1999, 2000, and 2001 from 50 first- and second-year teachers in Massachusetts public schools, found that teachers who left within the three-year period cited low pay and lack of prestige as factors in their decision to leave.

Wellins (2009)
The author says that a strong match between the employer and the employee is critical in preventing the high faulty turnover and it is very difficult to change the organization’s work culture than to hire the individuals whose skills and interest are apt for the job and as some critical skills like judgement and adaptability cannot be developed with ease.

Shaffer (2008)
The author says that, on conducting the web based poll found that 21% of the respondents have already implemented strategies and plan to attract the retain the new generation, 25% are planning the future, and 36% are currently researching on these issues.

Pit Catasouphes (2009)
In this research the authors found that about 50 to 59% of the respondents (faculty interviewed) found their work meaningful and purposeful and felt that they had flexible work timings to attend to their personal and work needs and were satisfied with the learning and development opportunities given to them.

The authors have developed a human resource alignment model that demonstrates how district teacher policies may be horizontally aligned with one another and vertically with teacher competencies model.

Grissmer D.W. & Kirby S.N. (1997)
According to the author the new teachers pipelined in the queue was decreased in the year 1980-1990. There were indications that one third of the education graduates did not teach in the year following their graduation.

**Stockard, J., & Lehman, M. B. (2004).**
The author feels that the Teacher job satisfaction is often cited and rendered important in both research on teacher attrition and teacher retention Hence it is required to manage talents and make them feel belonging and valuable towards institution.

**Lynn, S. (2002).**
The author supported the idea that educational leaders should provide professional learning and growth opportunities in order to motivate teachers and to enhance their performance so that business schools can strategically manufacture the quality products in this competitive era of today and teacher could excel in their expertise areas.

**Connolly, R. A. (2000).**
The author has tried to understand the high teacher turnover rate among beginning teachers by investigating the reasons and causes behind both teacher retention and teacher attrition.

**Johnsrud, L.K., & Heck, R.H. (1998).**
Researchers try conducting model tests and examine hypotheses of communication, burnout, organizational stressors and outcomes, and they discover that role stressors, workloads, work assessments, and professionalism influence teacher’s perceptions and attitudes towards their job satisfaction. There are many other ways institutions can actively seek to retain more faculty members. One is to address quality of life issues more thoroughly, which could mean providing assistance with housing or sponsoring faculty clubs. Collegiality is an often-overlooked part of the turnover equation, although majorities of the faculty who leave voluntarily cite personal factors such as relationships with colleagues as reasons for their departure.
The author feels that the remaining employees are often forced to shoulder increased workloads without a rise in pay. Heightened turnover often has a demoralizing effect on those who remain, as well as a negative effect on prospective employees. More concretely, high turnover is associated with low job satisfaction, poor productivity, and high stress among employees.

Barnhart (1995)
Considering the indications of an upward swing in both components, it is safe to assume that faculty turnover is causing greater problems for many administrators. Faculty who leave voluntarily tend to be characterized by a high achievement orientation

Rachit Gupta, Hemant Chauan, Palki Setia,(2011)
The authors suggest that the business schools should come up with the strategies in order to manage talents then only the business schools can think of running quality management education at global level along with varied kinds of incentives to be given to the faculty members to stimulate them for research and innovation in order to retain them.

Steff, Wolfe, Pasch, and Enz (2000)
The apprentice phase begins for most teachers when they receive responsibility for planning and delivering instruction on their own. This phase continues until integration and synthesis of knowledge, pedagogy, and confidence merges, marking the beginning of the professional period. Typically, the apprentice phase includes the induction period and extends into the second or third year of teaching. Teacher retention initiatives are most often based on this recognized need to keep in classrooms those teachers who are qualified and utilize effective teaching strategies, demonstrated by increased student achievement year after year.

Norton (1999)
The author says that addressing teacher retention in the midst of high attrition may seem costly and out of reach for school districts trying to cover the costs of mandated instructional programs needed to increase student achievement. Yet, the costs of teachers leaving termination processes, hiring substitutes, recruitment and hiring processes, orientation, and initial professional development are costs that cannot be ignored. Resources that could be spent on building an experienced and high quality education workforce are drained off for efforts.

**Boyer & Gillespie (2000)**

The authors feel that while special education teachers face many of the same challenges that their general education colleagues face as new teachers, they also confront unique issues. Among these are implementing administrative requirements associated with development of IEPs; developing modifications and accommodations to the general curriculum that allow students successful access; establishing professional relationships with paraprofessionals; using complicated assistive technology to help students gain knowledge and skills; and coordinating complex medical procedures that need to be provided.


The author is of the opinion that beginning special education teachers who had mentors that they rated as effective were more likely to remain in special education.

**Pleck (1980)**

The author says that the mental health can be disturbed due to minor differences in the work family understanding. Researchers found consistent positive relationship between long working hours, work load and work-family conflict.

**Small S.A & Riley D (1990)**
The authors have stated that there is positive and negative work-family spillover and the various types of work-family conflict and interference are negative spillover which lead to the employee turnover.

**Parasuraman and Simmers (2001)**
The authors have studied that how work and family role features affected work-family conflict. They also studied indicators of psychological well being among males and females workers who are self employed or organizationally employed. In that study, employment type and gender were independent variables. They concluded that as compared to the organizational employees, self employed employees enjoy more self-sufficiency, and flexible working hours which leads to more job involvement and job satisfaction however they also experience more work-life conflict and less family satisfaction.

Family work conflict means the conflict arises when meeting of family demands by an individual creates disturbance in his/her work-life. Work-life conflict significantly depends on what are the individuals core values regarding the roles they have to perform in work and family areas. Work-family conflict is a two dimensional construct; work to family conflict arises when work interrupt family life and family to work conflict arise when family interrupt work.

**Rowley & Purcell (2001)**
The personal attributes of the employee, the level of support employees receives at job, the industry norms and the management of these components in the workplace will through its impact on work-family conflicts that can effect job contentment and organizational commitment and ultimately lead to employee turnover. Found that the personal premises of loyalty, trust, commitment, and identification and attachment with the organization have a direct influence on employee retention. The author also demonstrated that workplace factors such as rewards, leadership style, career
opportunities, the training and development of skills, physical working conditions, and the balance between professional and personal life have an indirect influence.

**Hytter (2007)**
The author states that next to organizational commitment, personal commitment and the compliance with reciprocal obligations are important consequently, there is a need to consider both organizational and personal factors in considering employee retention.

**Walker (2001)**
The author identified seven factors that can enhance employee retention: compensation and appreciation of the performed work, provision of challenging work, chances to be promoted and to learn, invitational atmosphere within the organization, positive relations with colleagues, (vi) a healthy balance between the professional and personal life, and (viii) good communications. Together, these suggest a set of workplace norms and practices that might be taken as inviting employee engagement

**Curtis and Wright (2001)**
Expectations are that the level of education will relate to employee retention in a similar manner, since organizational commitment is an important positive indicator for employee retention