



A STUDY ON “MANAGEMENT STUDENTS’ OPINION ON TEACHERS’ MOBILITY” (A CASE STUDY OF GUNTUR AND KRISHNA DISTRICTS OF ANDHRA PRADESH)

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ABSTRACT

“Teachers Mobility” as a term is used recently in literature which means movement/relocation of teacher from one college to another or one job to another. Job mobility intention refers as conscious wilfulness to seek other alternative job opportunities in other organizations. The transmission of knowledge between firms often occurs through employee mobility (April Mitchell Franco and Darren Filson, 2006). The study of job mobility has been a topic of considerable and increasing academic attention over the past three decades (Ng et al, 2007). Although some studies have been conducted in schools on this topic, most of the researchers focus on the causes of teachers’ turnover but little has been done on the examining the opinions of students, impact of teachers’ mobility on students and suggesting the college managements, teachers and concern authorities to improve quality in management education. The present paper is going to focus on MBA students’ opinion on Teachers’ mobility and its impact on students. And tray to propose suggestions to college managements, teachers and concern authorities to minimise negative impact of teachers’ mobility intern to make management education better in the state of Andhra Pradesh.

Key Words: Management Students – Opinion – Teachers’ Mobility – Quality Education – Guntur and Krishna Districts.

1.1 Introduction

Teachers' mobility patrons have been noted to significantly affect educational institutions' performance to a greater extent. In recent years significant remarks have been recorded in identifying the impact of employee mobility on growth of institutions and employee's career worldwide in service sector in general and educational sector in particular. It is so understood that Employee Retention involves taking measures to encourage employees to remain in the organization for the maximum period of time. Minimizing the teacher's mobility is beneficial for the institution, teacher as well as the student. Curtail the mobility of key teachers is critical to the long-term health and success of any institution subsequently it is result in creating the quality education.

For example, in a state like Andhra Pradesh where there are number of institutions offering MBA course teachers mobility and its influences on management education is always a issues of debate. The following objectives have been constructed for the effective conduct of the study: to analyse the opinions of students about teachers mobility; to offer reminiscent measures to the problems associated to the teachers' mobility; and finally to suggest measures to colleges, teachers and concern authorities for the sustainable development of management education in AP.

1.2 Literature Review

European Commission, (2013) studied 'The Feasibility of a long-term School Education Staff Mobility Action' and emphasized that; teacher mobility can play a significant role in enhancing the quality of teacher training and increasing the motivation of teachers. It subsequently contributes to the achievement of wider policy aims such as increasing the quality of education, reducing early school leaving, increasing the skill level of the population and ensuring that high quality education is provided for all children. This study observed that, including those on the EU Comenius programme, research for the European Parliament and national studies; mobility of school education staff not only brings direct benefits to schools and individual staff members but also contributes to increased internationalization, stronger links with organisations and stakeholders outside school and enhanced professional development. In the conclusion this study stated that, a future action on long-term mobility of school education staff is feasible and would bring a variety of benefits to individuals, institutions and in terms of key policy goals including enhancing the quality of teaching, increasing the global outlook of schools and supporting ongoing professional development.

Matthew Ronfeldt, Susanna Loeb and James Wyckoff (2012) have attempted to explore How Teacher Turnover Harms Student Achievement. Though this study does not identify the specific mechanism by which teachers' turnover harms students, it provides guidance on where to look. The findings of the study indicated that turnover has a broader, harmful influence on student achievement since it can reach beyond just those students of teachers who left or of those that replaced them. Any clarification for the effect of turnover must possess these characteristics. One possibility is that turnover negatively affects collegiality or relational trust among faculty; or perhaps turnover results in loss of institutional knowledge among faculty that is critical for supporting student learning.

The study by **Robyn R. Iredale , Carmen Voigt-Graf and Siew-Ean Khoo (2012)** explored the mobility of school teachers in a geographic region that has received little attention, the Pacific. The article demonstrates that of three countries studied as part of a comparative project, only Fiji has been losing teachers to an extent that has been risky to the country's education system. On the whole, teachers in the Pacific do not just emerge to be moving to fill more highly paid vacancies in Australia, even though Australia has recognized selection policies to facilitate filling such vacancies. There is no strong aspiration by teachers to be globally mobile in the Cook Islands and Vanuatu and, even if there were, the minor level of training afford for teachers prevents their entry into more industrialized labour market place.

Ashley Kaiser, (2011) studied on 'Beginning Teacher Attrition and Mobility': Results from the First through Third Waves of the 2007–08 Beginning Teacher Longitudinal Study. Teachers sampled for the BTLs are part of the Schools and Staffing Survey (SASS) teacher sample, which is based on the SASS school sample of USA. The major notable findings of this study are: teachers began teaching in public schools in 2007 or 2008, about 10 percent were not teaching in 2008–09, and 12 percent were not teaching in 2009–10; Among beginning public school teachers who were assigned a mentor in 2007–08, about 8 percent were not teaching in 2008–09 and 10 percent were not teaching in 2009–10. In contrast, among the beginning public school teachers who were not assigned a mentor in 2007–08, about 16 percent were not teaching in 2008–09 and 23 percent were not teaching in 2009–10; Of the beginning public school teachers, about 74 percent were teaching in the same school in 2009–10 as in the previous school year (stayers), about 10 percent were teaching in a different school in 2009–10 than the previous school year (movers), about 3 percent had returned to teaching in 2009–10 after a year of not teaching (returners), and about 12 percent

were not teaching in 2009–10; and Approximately 21 percent of 2008–09 movers and 27 percent of 2009–10 movers moved across schools because their contract was not renewed. About 31 percent of 2008–09 leavers and 35 percent of 2009–10 leavers left the teaching profession because their contract was not renewed.

Li Feng and Tim Sass, (2011) have used ‘matched student-teacher panel data’ from the state of Florida, the authors study the determinants of teacher job change and the impact of such mobility on the distribution of teacher quality. In the study it is seen that, more productive and performing teachers in their current school have highest probability of stay at a school for long period. It means the relationship between teacher productivity and inter-school mobility is relatively weak. The quality of teachers who leave teaching tends to be bimodal; high and low-quality teachers are more likely to leave than those in the middle of the distribution.

Matthew Ronfeldt and Hamilton Lankford et al. (2011) intended to know whether teacher turnover harms student achievement or not. For this, researchers has used a unique identification strategy that employs grade-level turnover and two classes of fixed-effects models, this study estimates the effects of teacher turnover on over 600,000 New York City 4th and 5th grade student observations over 5 years. The results indicate that students in grade-levels with higher turnover score lower in both ELA and math and that this effect is particularly strong in schools with more low-performing and black students. This study finds evidence that changes in teacher quality explain some of the effects of turnover on student achievement, the results suggest there may be discretionary effects of turnover beyond these compositional effects. Finally it is concluded that, though there may be cases where turnover is actually helpful to student achievement, on average, it is harmful.

Susanna Loeb, Demetra Kalogrides, and Tara Béteille, (2011) used value-added methods to look at the relationship between a school’s effectiveness and the recruitment, assignment, development and retention of its teachers. The results of this research results reveal four key findings such as a) more effective schools are able to attract and hire more effective teachers from other schools b) more effective schools assign novice teachers to students in a more equitable fashion c) teachers who work in schools that were more effective at raising achievement in a prior period improve more rapidly in a subsequent period than do those in less effective schools and d) more effective schools are better able to retain higher-quality teachers, though they are not differentially able to remove ineffective teachers.

Iqtidar Ali Shah and Zainab Fakhr et al. (2010) measured push, pull and personal factors affecting turnover intention as a case of university teachers in Pakistan. This paper concludes

that the most significant factor is personal factor (17.5% contribution in turnover intention) followed by pull factor (14.0% contribution in turnover intention). The push factor also contributed in turnover (1.3%) but not significantly.

Donald Boyd and Pam Grossman et al. (2008) write an article on teacher attrition and student achievement for which database constructed from administrative data from the New York City Department of Education and the New York State Education Department. The findings of the present study reveal that a large number of teachers leave their initial appointments by the end of their first two years on the job, especially in schools with large numbers of low performing students.

Simon Appleton¹, W. John Morgan and Amanda Sives, (2006) investigated the impact of international teacher mobility from a four-country study by describing the data collected for two sending countries—Jamaica and South Africa—and two receiving countries—Botswana and England. It draws upon fieldwork carried out in the year 2003, including surveys of schools, migrant teachers and trainee teachers. This article found that, international recruitment is not found to lead to harmful shortages of teachers in Jamaica and South Africa, but may ‘cream off’ the more effective teachers.

Plecki, M. L., Elfers, A. M., Loeb, H., Zahir, A., Knapp, M. S. (2005) did an empirical research on Teacher Retention and Mobility across districts and schools in Washington State during a five year period (1998-99 and 2002-03). Researchers examine the data for all teachers in Washington State in 1998–99 and find that five years later: 58 percent remained as classroom teachers at the same school; 14 percent moved to another school in the same district; 9 percent moved to work in another school district; and 20 percent left the Washington education system.

Stephen Provasnik and Scott Dorfman (2005) focused on mobility in teacher workforce in the United States. This special analysis described the nature of the teacher workforce, looks at who joined and who left the workforce in 1999–2000, and compares these transitions with those in 1987–88, 1990–91, and 1993–94.

1.3 Research Methodology

The current study is both empirical and descriptive in nature. The study is focused on MBA students in private institutions in Guntur and Krishna districts. Primary data collected by using questionnaires to obtain the relevant data from students regarding study theme and conclusions were drawn. Convenient sampling technique is used to select the student

respondents. A total of 694 students responded to the survey administered with the help of well- structured questionnaires during October-December, 2016. The sample represented a broad cross section of gender, year of study and nativity. A total of 354 sample subjects were from Guntur district and 340 from Krishna district. At the end of data collection it was realized that 653 respondents provided complete information concerning their profile, opinion on teachers' mobility and impact of teachers' mobility on them, the rest of the 41 were found to be incomplete, thus, those 41 questionnaires were rejected, thus the sample size of student respondents was confined to 653 i.e., 327 from Guntur and 326 from Krishna districts. The study is based on the primary data. The secondary data needed for the study were sourced from Journals, bulletins, online sources, research works published in the journals and magazines. The data collected by using questionnaires were analyzed by using statistical techniques like percentages, average and correlation etc.

1.4 Analysis

This section gives detailed information about the data analysis of questionnaire. It focuses on analysis of opinions of students regarding teachers' mobility and its impact. The statistical and descriptive analysis is presented here.

1.4. A. Profile of the respondents

The below table explains the details like gender, year of study and nativity of the student respondents.

Table: 1.4. A. Profile of the respondents

Characteristics	N= 653	%	Guntur		Krishna	
			N= 327	%	N= 326	%
Gender of respondents						
Male	329	50.38	161	49.24	168	51.53
Female	324	49.62	166	50.76	158	48.47
Year of study						
I Year	322	49.31	157	48.01	165	50.61
II Year	331	50.69	170	51.99	161	49.39
Nativity						
Rural	309	47.32	156	47.71	153	46.93
Urban	344	52.68	171	52.29	173	53.07

Source: Primary Data

Observations from the above tables

The profile of respondents who participated in the study is presented in Table -1.4.A. According to it 50.38% of the respondents are male. In case of Guntur and Krishna district also, there are no significant differences in this regard. The respondent students who participated in the study are approximately equally distributed between first year and second year of MBA. There are no significant differences between the two districts in this regard. The analysis across nativity reveals that the majority respondents are from urban areas. However, the difference between urban and rural areas, in case of both districts is marginal.

1.4. B. Students' opinions on experience of the teacher

The respondents were asked to give their agreement as a student against different statements. Every statement has five choices (Likert's 5 Scale) viz. Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The views of respondents on experience of the teacher and its impact on quality of education are presented in table 1.4. B.

Table 1.4. B: Students' opinion on experience of the teacher

Views	Total N = 653					Guntur district N = 327					Krishna district N = 326				
	SA	A	UD	D	SD	SA	A	UD	D	SD	SA	A	UD	D	SD
a) Highly experienced teachers can educate better	263	287	67	28	8	99	166	42	12	8	164	121	25	16	0
b) It is good to teach one subject by one teacher	363	217	21	41	11	227	78	6	10	6	136	139	15	31	5
c) If one subject is thought by more than one teacher, I get confused	207	201	77	116	52	143	101	18	35	30	64	100	59	81	22
d) It is better if all subjects can be handled by one teacher	15	35	25	196	382	9	16	10	84	208	6	19	15	112	174
e) Female teachers can teach better compared to male teachers	50	99	225	203	76	27	55	121	76	48	23	44	104	127	28
f) Teachers who joined recently, can teach in a more lively manner	81	235	209	118	10	62	123	82	50	10	19	112	127	68	0
g) I respect all teachers, and have greater regard for more mature teachers	327	238	67	18	3	131	124	56	13	3	196	114	11	5	0

Source: Primary Data

Observations from the above table

By observing the above table it is clear that majority of the respondents are agreed with all the above statements except two. Such as "it is better to teach all the subjects by one teacher" and "female teacher can better when compare to male".

1.4. C. The respondents' views on negative effects of teachers' mobility

The respondents were asked to give their agreement as a student against different statements. Every statement has five choices (Likert's 5 Scale) viz. strongly agree, Agree, Undecided, Disagree and strongly disagree. The views of respondents on negative effects of teachers' mobility are presented in table 1.4. C.

Table 1. 4. C: The respondents' views on negative effects of teachers' mobility

Views	Total N = 653					Guntur district N = 327					Krishna district N = 326				
	SA	A	UD	D	SD	SA	A	UD	D	SD	SA	A	UD	D	SD
a) Quality education is not possible with high teachers' mobility	140	261	97	112	43	92	127	48	50	10	48	134	49	62	33
b) Teachers' mobility disturbs academics	201	226	106	91	29	138	90	58	27	14	63	136	48	64	15
c) Teachers' mobility leads to low interest in the subject	171	209	106	133	34	124	94	46	50	13	47	115	60	83	21
d) Because of high teachers' mobility, there is no proper academic and career guidance for students	151	294	80	95	33	86	147	50	30	14	65	147	30	65	19
e) Because of high teachers' mobility, there is no reliable and strong relationship between teachers and students	207	265	71	87	23	117	115	37	46	12	90	150	34	41	11
f) High teachers' mobility leads to psychological depression	58	139	229	190	37	40	69	126	83	9	18	70	103	107	28
g) Teachers' mobility results in disrespect towards teachers	57	133	212	172	79	34	78	115	82	18	23	55	97	90	61

Source: Primary data

Observations from the above tables

By observing the above table it is clear that, the majority of the respondents are agreed with all the above statements except two. Such as 'High teachers' mobility leads to psychological depression' and 'teachers' mobility results in disrespect towards teachers'.

1.4. D. The respondents' view on positive effects of teachers' mobility

The respondents were asked to give their agreement as a student against different statements. Every statement has five choices (Likert's 5 Scale) viz. Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The views of respondents on positive effects of teachers' mobility are presented in table 1.4.D

Table 1.4.D: The respondents' views on positive effects of teachers' mobility

Views	Total N = 653					Guntur district N = 327					Krishna district N = 326				
	SA	A	UD	D	SD	SA	A	UD	D	SD	SA	A	UD	D	SD
a) Teachers' mobility facilitates to acquire new knowledge to students	99	249	166	105	34	54	133	70	47	23	45	116	96	58	11
b) Teachers' mobility provide chance to learn new things	145	139	70	130	169	50	97	40	60	80	95	42	30	70	89
c) Teachers' mobility leads to improve self learning	110	196	161	120	66	40	87	102	60	38	70	109	59	60	28
d) Teachers' mobility give a chance to become a brighter person	25	75	55	305	193	10	35	20	159	103	15	40	35	146	90

Source: Primary data

Observation from the above tables

By observing the above table it is clear that, the majority of the respondents is agreed with statement A and C and disagrees with statements B and D.

1.4. E. The respondents' view on 'obligation of relieving teachers'

The respondents were asked to give their agreement as a student against different statements. Every statement has five choices (Likert's 5 Scale) viz. Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The views of respondents on 'obligation of relieving teachers' are presented in table 1.4.E.

Table 1.4.E: The respondents' views on 'obligation of relieving teachers'

Views	Total N = 653					Guntur district N = 327					Krishna district N = 326				
	SA	A	UD	D	SD	SA	A	UD	D	SD	SA	A	UD	D	SD
a) While teacher is leaving the job, he should complete the syllabus	302	208	73	64	6	153	88	49	34	3	149	120	24	30	3
b) While teacher is leaving the job, he should consider opinions of students regarding exit	146	236	129	101	41	93	101	68	40	25	53	135	61	61	16

c) Management should consider opinions of students at the time of firing the teacher	196	250	109	82	16	95	143	50	25	14	101	107	59	57	2
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Source: Primary data

Observation from the above tables

By observing the above table it is clear that, the majority of the respondents are agreed with all the statements. There is no significant difference existed between Guntur and Krishna districts respondents.

1.4. F. The respondents' views on MBA Course progress

The respondents were asked to give their agreement as a student against different statements relating to MBA course progress. Every statement has five choices (Likert's 5 Scale). The views of respondents on MBA Course progress are presented in table 1.4.F

Table 1.4. F: The respondents' views on MBA Course progress

Views	Total N = 653					Guntur district N = 327					Krishna district N = 326				
	SA	A	UD	D	SD	SA	A	UD	D	SD	SA	A	UD	D	SD
a) The craze for MBA course is now showing down trend in AP	155	229	92	102	75	77	113	59	43	35	78	116	33	59	40
b) Free education is one of the main reasons for down fall of AP'S MBA	176	186	51	186	54	77	101	26	83	40	99	85	25	103	14
c) High teachers' mobility is one of the main reasons for down fall of MBA in AP	45	129	182	232	65	31	67	95	100	34	14	62	87	132	31
d) MBA graduates can easily be placed in good jobs if they acquire necessary skills	365	204	59	21	4	136	120	51	16	4	229	84	8	5	0
e) I recommend MBA course of AP to my friends	120	164	284	56	29	50	72	129	54	22	70	92	155	2	7

Source: Primary data

Observation from the above tables

By observing the above table it is clear that, the majority of the respondents is agreed with three statements viz. A,B and D, disagrees with statement C. And statement E is agreed by 284 respondents and at the same time equal number of respondents are opined as undecided.

1.4. G. Impact of teachers' mobility

The impact of teachers mobility is existed as expressed by majority of respondents of both districts i.e. Guntur and Krishna. The views are recorded in table 1.4.G.

Table 1.4.G: Impact of teachers' mobility

Response	N= 653	%	Guntur		Krishna	
			N= 327	%	N= 326	%
a) Yes	395	60.49	212	64.83	183	56.13
b) No	258	39.51	115	35.17	143	43.87

Source: Primary data

Observation from the above table

Majority respondents of Guntur and Krishna districts i.e. 60.49% expressed that, there is a impact of teachers' mobility on them. In this regard Guntur district respondents' response is more than Krishna district respondents but ultimately both the districts respondents are said the same thing with different rate.

1.4. H. Opinion on teachers' mobility

The opinion of respondents relating to opinion on mobility of teachers is shown in Table 1.4.H.

Table 1.4. H: Opinion on teachers' mobility

Response	N= 653	%	Guntur		Krishna	
			N= 327	%	N= 326	%
a) Teachers' mobility is comparatively more advantageous to students	205	31.39	100	30.58	105	32.21
b) Teachers' mobility is comparatively not more advantageous to students	448	68.61	227	69.42	221	67.79

Source: Primary data

Observation from the above table

According to it 68.61% of the respondents expressed that teachers' mobility is comparatively not more advantages to students. There is no much difference existed in the opinions of students of Guntur and Krishna districts in this regard.

1.5 Findings

The below are the major findings derived from questionnaire analysis.

1. From the detailed analysis of 'students' opinion on experience of the teacher' it is found that irrespective of the districts, gender, year of study and nativity majority of the students unanimously agreed that highly experienced teachers can educate better at the same time newly joined teachers can teach in a more lively manner and they give respect to all teachers. Further students opined that it is good to teach one subject by one teacher otherwise they get confused. Students of both the districts collectively disagree with the statement that, "It is better if all subjects can be handled by one teacher and undecided with the statement that, "Female teachers can teach better compared to male teachers.
2. It has been observed that students are strongly agree and opined that teachers' mobility negatively affect their academic performance, reliable relations as well as their career and leads to low interest in subject in turn no quality in education to them. Further it is found that teachers' mobility may not lead to psychological depression.
3. With the support of 'Weighted Score' technique it has been inferred that teachers' mobility facilitate to acquire new knowledge to students on the other had it is inferred that teachers' mobility does not give a chance to become a brighter person but it leads to improve self learning.
4. The results of the Post Hoc (Duncan) test concludes that as per the students' opinion the relieving teacher should complete the syllabus before he leaving and he should consider the opinions of the students regarding his exit. Further it is inferred that managements should consider the opinions of the students at the time of firing any teacher from the job.
5. There exists no difference between the Guntur and Krishna districts students' opinion regarding MBA course progress in the state of Andhra Pradesh. From the chi-square and ANOVA tests it is inferred that the relationship between the MBA course progress & response and District & response is significant. While the calculated result of Post Hoc (Duncan) test reveals that most of the respondents gave the response as "agree" to the views on MBA course progress. Hence it is understood that the craze for MBA course in

AP is in down trend, one of the major reasons behind this state is misusing the free education scheme, excess seats, lack of quality in education and lack of skills improvement mechanism in education where as teachers' mobility might not be the reason behind this state. Further it is sense that 50% of the respondents are willing to recommend MBA course of AP to their friends and remaining 50% are in the state of undecided in this regard.

6. With the support of the percentages calculation, it is inferred that majority of the students of Guntur and Krishna districts i.e. 60.49% expressed that; there is an impact of teachers' mobility on them. In this regard Guntur district students' response is more than Krishna district students' but ultimately both the district's students are said the same thing with different rate.
7. According to percentages calculation, it is inferred that majority of the students of Guntur and Krishna districts i.e. 68.61% of the respondents expressed that 'teachers' mobility is comparatively not more advantages to students'. There is no much difference existed in the opinions of students of Guntur and Krishna districts in this regard.

1.6 Suggestions

The following are some of the recommendations made to educational institutions, teachers and competent authorities to improve the quality in education and serves the purpose.

1.6. A. Suggestions to Educational Institutions

1. Majority of students aspire experienced and inexperienced teachers of both the genders in different dimensions, for various reasons. Hence it is suggested to managements' to maintain a balance and build a community which comprises all these segments in order to meet the expectations of majority of students.
2. Managements should bring in and practice a strict and stringent policy which does not permit teachers' mobility in between the course duration. This step becomes mandatory as it is practically observed and identified that students express dissatisfaction when a single discipline (subject) is thought by more than one teacher which in turn produces low student performance in the form of bad academic results.
3. From the in-depth analysis of students' questionnaire it is clear that negative impact of teachers' mobility on students is more intense in several dimensions than positive impact. At this juncture, it becomes mandatory for college managements' to

concentrate on maintaining long lasting engagement of matured teachers by offering fair remuneration clubbed with conducive working environment.

4. It is strongly suggested that the management should collect and consider the opinions of students also before firing the teachers.

1.6. B. Suggestions to Teachers

1. Student is the immediate and most effected stakeholder of a teacher. It is thus suggested to teachers that, they should complete the syllabus, perform all their duties and complete all their responsibilities before leaving the college.
2. Teachers should not miss the opportunity of collecting the opinion of students while leaving the college, in order to assess the real feedback about him/her.

1.6. C. Suggestions to Competent and concern Authorities

1. To recover the craze for Management course in AP there is a great need to introduce skill oriented training, communication skills training, and job oriented training to students to make them 'job-ready' by college managements and government together. On the other hand, competent authorities should concentrate on syllabus up gradation, improving the technology in teaching, and take corrective actions on deflated colleges.
2. Teachers' long stay should be taken as one of the major & valid parameter, and should be given more weightage in assessment of performance of the college by competent authorities. Because teachers' long-lasting journey with single college indicates a good working environment and fair compensation policy of the college.

1.7 Conclusion

By this study it is concluded that though there are few positive impacts of teachers' mobility on students, negative impacts are influencing more. This study spelled out that, students are suffering from teachers' mobility. In this juncture the researcher hopes that college managements, teachers and concern authorities may adopt suggestions of this study to improve quality in management education in the state of Andhra Pradesh.

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Annexure

Questionnaire for Students of MBA Programme

Note: In this research the word “Teachers’ Mobility” is used as changing of job by teachers frequently from one college to another college.

I) Primary information : (Please put ✓ mark against the relevant option)

1. Gender:	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
2. Year of study:	1 year	<input type="checkbox"/>	2 year	<input type="checkbox"/>
3. Nativity:	Rural	<input type="checkbox"/>	Urban	<input type="checkbox"/>

II) Questions relating to students’ opinion about different statements:

1. How strongly do you agree or disagree with the following statements?

(Please mark one choice in each row)

Particulars	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
a) Highly experienced teachers can educate better					
b) It is good to teach one subject by one teacher					
c) If one subject is thought by more than one teacher, I get confused					
d) It is better if all subjects can be handled by one teacher					
e) Female teachers can teach better compared to male teachers					
f) Teachers who joined recently, can teach in a					

