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A CONCEPTUAL STUDY ON HIGHER EDUCATION TEACHING PROFESSIONAL'S TRANSITION, ENGAGEMENT AND RETENTION -POST PANDEMIC LANDSCAPE IN BENGALURU CITY

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ABSTRACT

This conceptual study explores strategies for retaining higher education teaching professionals in Bengaluru city amid the post-COVID-19 challenges. Focusing on employee retention, transition, and engagement, it identifies key motivational factors influencing teaching professionals. The research examines the impact of _compensation analytics_, supportive leadership, work-life balance, professional growth, and recognition on retention. Given Bengaluru's dynamic education landscape, findings aim to guide institutions in crafting adaptive retention policies, enhancing job satisfaction, and fostering resilience.

KEYWORDS: Employee Retention, Higher Education, Post-COVID, Bengaluru, Motivation, Compensation Analytics,

1.1 INTRODUCTION

The COVID-19 pandemic has intensely disrupted all aspects of life, including education systems worldwide. Schools and universities were abruptly shut down, prompting diverse adaptations across countries to ensure the continuity of learning. After COVID-19, the interruption from higher education schools has been a mixed experience for students and teachers. While some struggled with one-size-fits-all teaching methods, others found remote learning more convenient and conducive to productivity. This introduction chapter discusses a brief description of the impact of the COVID-19 pandemic on education in India. We then discussed the challenges of the teaching profession after COVID-19 and teacher professional development. After that, the elaborated impact of higher



education teaching professionals is based on transition, engagement, and retention after COVID. Compensation analytics in the Indian higher education sector has advantages and disadvantages. Finally, we provided the problem identification, motivation, methodologies and limitations of the research.

1.2 Higher education in India

Higher education is the most potent tool for a civilization that builds a knowledge-based society. It provides the individual benefits of thinking, innovating, and regenerating on the most critical economic, cultural, social, moral, ethical, and spiritual risks facing humanity. It produces a contribution to national improvement over the propagation of specified knowledge and skills. Higher education is at the top of the education pyramid, and it plays an essential role in producing quality human resources for the nation. Furthermore, the country's human development index is described by the standard and extent of the educated population. At the same time, schools and universities play an essential role in enhancing higher education delivered to teenagers across the globe. In schools and universities, teachers maintain the highest standards of quality education, research, innovation, governance, and transparency, which provide exceptional delivery of knowledge and practical application of knowledge (Jena, 2020).

A historical survey provides information about the importance of higher education across the globe. The Taxila and Nalanda influenced the empires of the Bhuddha period, which is not concealed from anyone. Similarly, Birbal contributed to the Mughal court, which can be rated along these lines. The influence of higher education has been outstanding in modelling the economy and society of our nation in general (Ravi, Gupta, & Nagaraj, 2019). Various research developments are present to analyze the outcome of higher education. A robust higher education system enables the advancement of human knowledge, enhancement of talents, and discovery and establishment of new causal relationships (Muthuprasad, Aiswarya, Aditya, & Jha, 2021). This study mainly focuses on the impact of higher education teaching professionals in Bengaluru. So, we have discussed some information about higher education in Bangalore below (Sheikh, 2017).

1.2.1 Higher Education in Bangalore, Karnataka

It is essential to highlight that over the past sixty years, public-private partnerships have succeeded in expanding educational services throughout Karnataka. The most outstanding is the grant-in-assistance model, which is considered to be a well-established public-private partnership model in Karnataka higher education (Schofer, Ramirez, & Meyer, 2021). This model requires excellent attention from stakeholders and policymakers to expand the overall higher education and global education setup. Higher education in Karnataka is at a crossroads. Since Karnataka's population has reached its prime due to the largest age group in the state being from the last 20 to 29 years, there is a high potential for



higher education. The reports absolutely state that the support of the state in achieving high education services has become crucial for national development. Finally, the higher education system in Karnataka still needs to be bogged down with some challenges like poor quality, inadequate access, inequity, inter-state and district disparities, coupled with inter-caste and religion, issues of quality education, academic reforms and governance reforms in higher education. These issues in Karnataka have kept the Gross Enrollment Ratio (GER) to achieve higher education at 18.1%. The state should address these challenges urgently.

1.3 Impact of the COVID-19 pandemic on education in India

Since the first half of 2020, the COVID-19 pandemic has held everyone's attention. This coronavirus started in China, and it quickly spread across the entire world, imposing a massive economic loss. Schools, universities, businesses, recreation centres and many others had to shut down. There are various healthcare centres implemented by multiple countries with social distancing to control this virus. The global financial system decreased by 3% in 2020, based on the report released by the IMF. The hardness of social distance measures the length of their deployment and the degree of adherence, which both negatively impact global outcomes in varied manners. There are three essential impacts of a widespread are its health, socioeconomic, and governmental effects (Sahoo, Gulati, & Haq, 2021).

A) Health impact

The effects of the COVID-19 pandemic on health are more terrible. However, many individuals have abstained from seeking medical assistance for other health issues during lockdowns and due to concerns about visiting medical facilities, resulting in decreased diagnosis and treatment despite ongoing health concerns. At times, treatments for conditions like cancer had to be temporarily suspended in numerous cases to prioritize immediate COVID-19 risks, which strained healthcare systems and their resources.

B) Economic impact

The COVID-19 pandemic had long-term impacts on economies across the world in a short-term budgetary difference. Public health resources, personnel, and execution expenses are all involved. Epidemics have the potential to reduce tax revenues and escalate expenditures, exacerbating economic crises, particularly in economically disadvantaged regions already burdened by significant budget constraints and ineffective tax structures. During the pandemic, the financial impact became apparent as health expenses surged dramatically, leading to the country's economic collapse and a decline in tax revenues due to imposed restrictions and quarantines.

C) Socio-political impacts



In history, many epidemics have occurred, resulting in significant demographic changes, moral catastrophes, and sociopolitical unrest. The social impacts attained by the epidemics include worry, anxiety behaviour, social exclusion, and financial distress. Based on existing studies, Pandemics in countries with fragile institutions tend to trigger political instability and conflict.

REVIEW OF LITERATURE

The *COVID – 19* pandemic significantly impacted the education industry. Based on the report of UNESCO, this pandemic influenced 68% of students in the total world student population in June 2020, 1st week. *Covid – 19* spread has affected 1.2 billion teenagers and students around the world through the closures of schools. Over 32 crores of students have been influenced by lockdown and other limitations (BANUPRIYA, 2020). Globally, governments are creating efforts to reduce the effective influence of educational institution closures, mainly focusing on vulnerable and disadvantaged communities; efforts are being made to ensure continuity of education through various digital learning methods. Based on the report of the Ministry of Human Resource Development (MHRD), the Indian government focused on higher education; there are 993 universities, 39,931 colleges, and 10,725 standalone institutions listed on their portal, all contributing to the field of education. Rural areas are still affected by the availability of technology, which obstructs the basis of virtual education. The *COVID – 19* pandemic trained schools and universities to assume online learning and suggest a virtual environment. This *pandemic* is guiding the education industries, which enter with technological advancements and innovation. The epidemic has highly interrupted the higher education region. A large number of Indian students have joined many universities, including those abroad, particularly in nations hardest hit by the situation. Individuals are now departing, and if this trend continues, there will likely be a notable decrease in the mandate for global higher education as well in the long term (Kaushal & Kaushal, 2021).

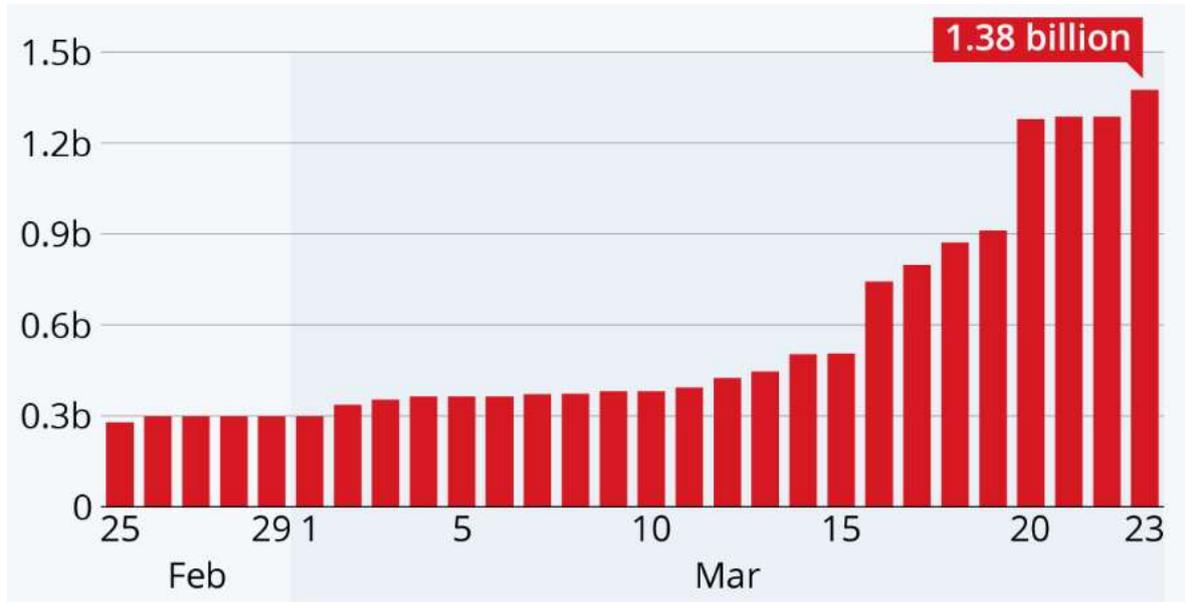


Figure 1.1: Covid-19 impacts on global education based on UNESCO report (2020, 2020)

So, the educational sector is highly impacted due to the *COVID – 19 pandemic* and some of the impacts of higher education in India are described below,

- Disrupted all educational activities
- Varied impact on academic research and professional development
- Significantly disrupted the educational appraisal system
- **Reduced employment opportunities**

1.4 Challenges of teaching profession after COVID-19

The *COVID – 19 pandemic* has brought about a reflective transformation in the global education landscape that promotes educational institutions' transition to remote learning. After the improved conditions, schools in India are gradually reopening, offering a blend of in-person and online classes. Nonetheless, teachers encounter numerous challenges in adjusting to this new reality (Paliwal & Singh, 2021). This study aims to examine the hurdles faced by higher education teachers in India as they resume teaching post-COVID-19.

Table 1.1: Issues faced by higher education teachers post-COVID-19 (Neuwirth, Jović, & Mukherji, 2021)

Issue	Description
Technology divide	One of the most critical challenges teachers face is the prominent technology divide among students. Urban area students have better access to technology, and rural area students need more access to technology for online learning. This digital divide obstructs the effectiveness of online teaching and puts additional pressure on teachers to analyze innovative solutions for accessing education for all students.
Classroom adaptation	Teachers are used to a traditional classroom setup instead of face-to-face interactions, group discussions, and hands-on activities in learning. The sudden change to online teaching during the pandemic has interrupted this dynamic. At the same time, returning to physical classrooms with social distancing norms provides a new challenge. So, teachers must have to adapt their teaching approaches and redesign classrooms to enhance the student’s safety.
Student learning gaps	During the pandemic, the expansion of school closures and interrupted learning patterns resulted in significant student learning gaps. Teachers now face the extra task of addressing these gaps for separate students. They must identify the requirements of individual students and provide additional support that requires additional time and effort. Finally, the teachers must deploy specific strategies to bridge these gaps and ensure that no student is left behind.
Mental health support	The pandemic has caused teachers to experience mental health issues. The immediate transformation from online learning, the fear and anxiety integrated with the virus, and the overall interruption of routines have affected individuals' emotional health. Teachers are not only supporters of academic institutions but also students' mental health. So, training and resources



	must be required to solve those issues and confirm that students receive emotional support during challenging times.
Workload and burnout	Teachers already have a heavy workload and a deep commitment to their profession. The pandemic time further expands these challenges. Therefore, teachers must face these additional workloads and navigate the complexities of grading assignments, hybrid teaching, and enhancing students' mental and physical health. To rectify teacher attrition and burnout, adequate support, professional development benefits, and recognition of their efforts should be provided from the academic side.

These are challenges faced by teachers after the COVID-19 pandemic. To solve these challenges, one must first understand the issue and provide solutions from the academic side. Below, we offer some other problems faced by teachers and solutions supplied by higher education institutions (Kayyali, 2020).

Issue 1: Lack of resources: In March 2020, many teachers faced the sudden closure of their classrooms, uncertain when they would return. So, it turned into virtual learning, and students were unable to access the lesson plans and textbooks locked away in schools due to lockdown measures.

Solution: A better solution was to determine an online curriculum that met their requirements. Teachers began to recognize the flexibility of digital resources, discovering they could customize them and incorporate their content as well.

Issue 2: Need for professional development: Without the possibility of grouping and assessments, teachers had to adapt their curriculum to suit each class or even individual students.

Solution: Teachers should be provided with extra time, and the time they spent asking questions was worth it through a teaching tool (e.g., a website). Any tool that has strong technical support will save teachers time and reduce stress.

As schools prepare to reopen nationwide closures due to COVID-19, education authorities must provide crucial support to teachers during this transitional period. As they face new challenges,



teachers' roles and responsibilities will expand significantly, playing a pivotal role in the recovery process. At the initial stage, before schools reopen, teachers must conduct block-level and ward-level workshops for higher education teachers to empower the higher education students. Instead of a straight transition of teaching, all schools and universities would have to enable structured interactions with students in a loving and caring environment. This kind of support would be provided by the many schools based on surveys.

1.5 Objective of the research

The main focus of this research is defined below,

1. To evaluate the compensation requirements of higher education teaching professionals in Bengaluru in a post-COVID scenario.
2. To assess the proper compensation methods which can attract and retain teaching professionals in the higher education sector in Bengaluru.
3. To compare the impact of salary and reward practices on attraction and retention of teaching professionals in the higher education sector in Bengaluru in the post-Covid scenario.
4. To determine the role of rewards and incentives and salary in attracting and retaining teaching professionals in the higher education sector in Bengaluru in the post-Covid scenario.
5. To study the role of top management perspective and organizational climate in attracting and retaining teaching professionals in the higher education sector in Bengaluru.
6. To understand the role of modern technology and the implementation of novel teaching-learning practices in attracting and retaining teaching professionals in the higher education sector in Bengaluru.

1.6 Research methodology

This research is exploratory (Babbie & Edgerton, 2023) in nature as it would explore the aspects, dimensions, issues and challenges related to compensation analytic methods and systems for their effective implementation for higher education teaching professionals. This study is confined to Bengaluru. This study will deal with the problems and challenges that prevail in the current context after the post-Covid scenario. This study is conclusive as it would provide specific conclusions, strategies, and solutions for providing an overall compensation strategy for higher education teaching professionals in Bengaluru in a post-COVID scenario. As Bengaluru is a high-tech, modern Indian city with a natural environment, the effects of compensation on employee engagement and employee retention will also be dealt with in this study. Futuristic pathways and determining strategies towards 2040 for effective compensation analytics would be evaluated from higher education teaching professionals' point of view, which can ensure higher engagement and retention.

This research would be empirical and quantitative(Carter, Andersen, Stagg, & Gaunt, 2023). It would ensure data collection from higher education teaching professionals in Bengaluru, which would be



analyzed and critically examined. Necessary suggestions, recommendations, and conclusions would also be provided. Secondary data would also be collected from various sources and analyzed.

1.7 Limitations of Study

1. This study will cover higher educational institutions in Bengaluru only.
2. This study will cover only higher education teaching professionals in Bengaluru.
3. The study will cover only Post Covid scenario.
4. This study will cover only compensation methods and other aspects of human resources do not form a part of this study.
5. The study will cover the dimensions and aspects given in the research questions and objectives; other dimensions are not part of it.

Data Analysis and Interpretation

1.8 Importance of Post-COVID Teacher Professional Development

There is a demand to prepare teachers with the skills to conduct accelerated learning sessions, aiding children in remembering and re-engaging with their studies. While students in comfortable, isolated schools from average-income families can access online classes, those from poorer backgrounds or lower-income families have privileged opportunities for online education. State and central governments and academic bodies like the National Council of Educational Research And Training (NCERT) and State Councils of Educational Research And Training (SCERT) have to guide a clear syllabus to teachers and review what they have learned prior to the lockdown. Teachers should be attentive to potential tensions among students who have returned from urban areas and those who have always lived in rural areas (Fayed & Cummings, 2021). Addressing these tensions and providing counselling to students will be an added responsibility once schools reopen.

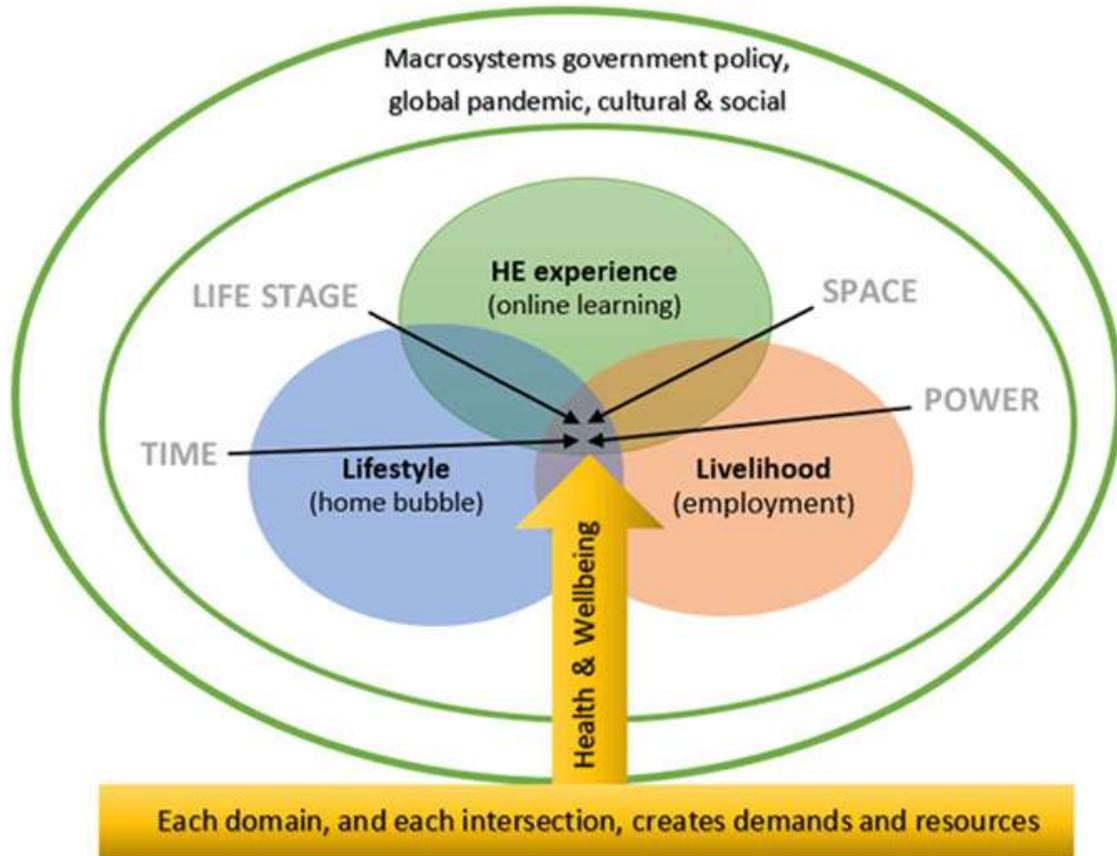


Figure 1.2: SEC model that highlights the influence of higher education experiences, livelihood and lifestyle of students and teachers during the pandemic (Godber & Atkins, 2021)

1.9 Impact of Higher Education Teaching Professionals: Transition, Engagement and Retention

Teacher retention is one of the most critical issues facing school management. After COVID-19, the challenge of teacher retention has become even more complex. According to a recent USA report, 20% of teachers have decided not to return to classrooms next year due to factors such as early retirement, burnout, and concerns about public health following COVID-19 closures.

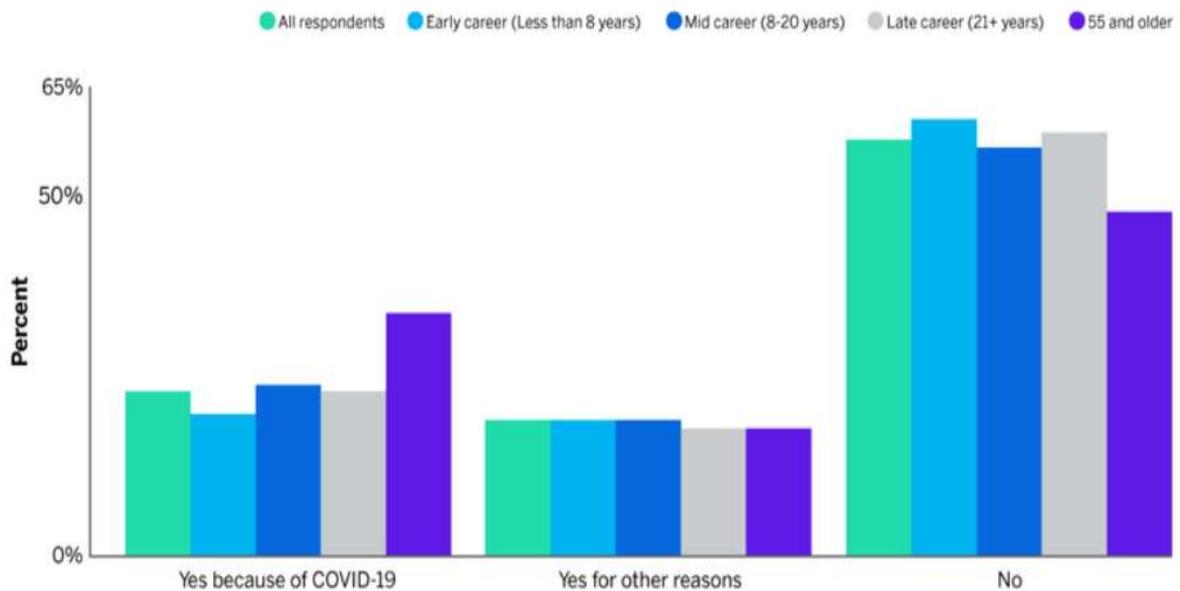
The absence of teachers is a significant issue for student outcomes.

- The quality of the teacher is the most essential source of student achievement. In a thriving workforce, the most effective and productive members have a habit of staying, while those who are less effective often transition out. However, higher schools require efficient teachers to be relieved from their profession, and school management is necessary to hire new teaching professionals with minimum experience to fill the vacant position.

- Teachers in hard-to-staff schools are disposed to burnout earlier than their complements in residential schools due to insufficient training and preparation. This includes not only subject material content but also essential areas such as equity and presence, culturally relevant education, and social-emotional learning, among other critical skills.
- Teaching professionals are also more likely to leave their profession earlier due to the systematic and other retention issues formerly identified. It suggests that focus on the schools and management for retaining teachers once they have started teaching after COVID.

Teacher turnover has impacts throughout a school district. Even though significant investments of time and resources have been made to address this issue, a singular solution has yet to emerge. External factors like federal and state funding fluctuations, shifts in the cost of living, local job opportunities, and the lingering effects of the COVID-19 pandemic greatly influence teacher retention rates. District leaders face the critical task of devising innovative strategies to tackle these external challenges effectively (Shibiti, 2020).

Figure 2: Many teachers considered leaving or retiring during the 2020-2021 academic year
 In response to: "Did you consider leaving or retiring from your current position as a teacher in the last year?"



Data via a survey of 1,045 teachers administered in March 2021.

Figure 1.3: Teacher retention rate during 2021-2021 (After COVID-19) (Experience management, 2020)



Figure 1.3 represents the teacher retention rate during 2021-2021 or after COVID. Unparalleled challenges due to the COVID-19 pandemic marked the academic year 2020-2021. By March 2021, 42% of teachers had contemplated leaving or retiring from teaching, with slightly more than half citing COVID-19 as a significant factor influencing their decision.

When we focus on the teacher's retention, we must identify the behaviour, attributes, self-efficacy and job satisfaction. These similar metrics analyze the teaching professional lives, often providing insights into the influence factors for teacher retention and strategies to enhance their support. For example, identifying self-efficacy helps to understand how teaching professionals feel about their teaching and the ability to manage the classroom that motivates teachers. However, the understanding of teaching professionals' identities and lives is more complex. Therefore, here we described some of the factors for teacher retention and teaching professional development named as,

- Engaging in continuous professional growth
- Collaborating and assisting colleagues
- Career aspirations and
- Goals, dedication to the profession, personal

Professional ethics These factors are likely to influence teachers' feelings of job satisfaction and self-efficacy. However, professional engagement is not fixed; it will change over time. The engagement of teaching professionals will vary based on different phases, subjects, genders, and ages. Mainly, professional engagement will be influenced by the school environment, which is the choice made by policy makers and school leaders.

Therefore, by achievement deeper understandings into teachers' professional engagement, we can identify effective policies and practices that promote higher engagement, ultimately fostering greater

teacher retention (Mérida-López, Sánchez-Gómez, & Extremera Pacheco, 2020).**1.9.1 Phases of teacher engagement**

In teacher engagement, there are five phases are presented named as attract, recruit, immerse, develop and empower.

- A) **Attract:** School management must have messaging, branding, and marketing to attract the best new teaching professionals from their teaching preparation programs. Potential teachers must analyze the school's mission and their own values.

- B) **Recruit:** The potential recruitment process is essential, effective, and equitable, encouraging the success of any educational institution. With the continued shortage of teaching professionals each year, recruitment efforts are high all the time, and retention has never been more essential.
- C) **Immerse:** Immerse Education bridges the gap between ambition and knowledge. It commits with the high-quality education. This immerses system improves the strength of teaching profession throughout the world.
- D) **Develop:** Teachers are more likely to remain in schools that prioritize their development. A collaborative environment that values individual working styles, offers ongoing learning opportunities, and clear professional growth paths fosters teacher satisfaction. When teachers feel supported by their leadership and can authentically contribute their unique strengths in the classroom, they are more fulfilled and inclined to stay long-term.
- E) **Empower:** Like other professions employees, the teachers greatly value recognition and appreciation. A culture that celebrates and acknowledges their contributions directly enhances retention rates. It's crucial to recognize and elevate teachers who demonstrate the school's philosophy, offering clear pathways to leadership and ensuring every teacher has a voice in decision-making processes.

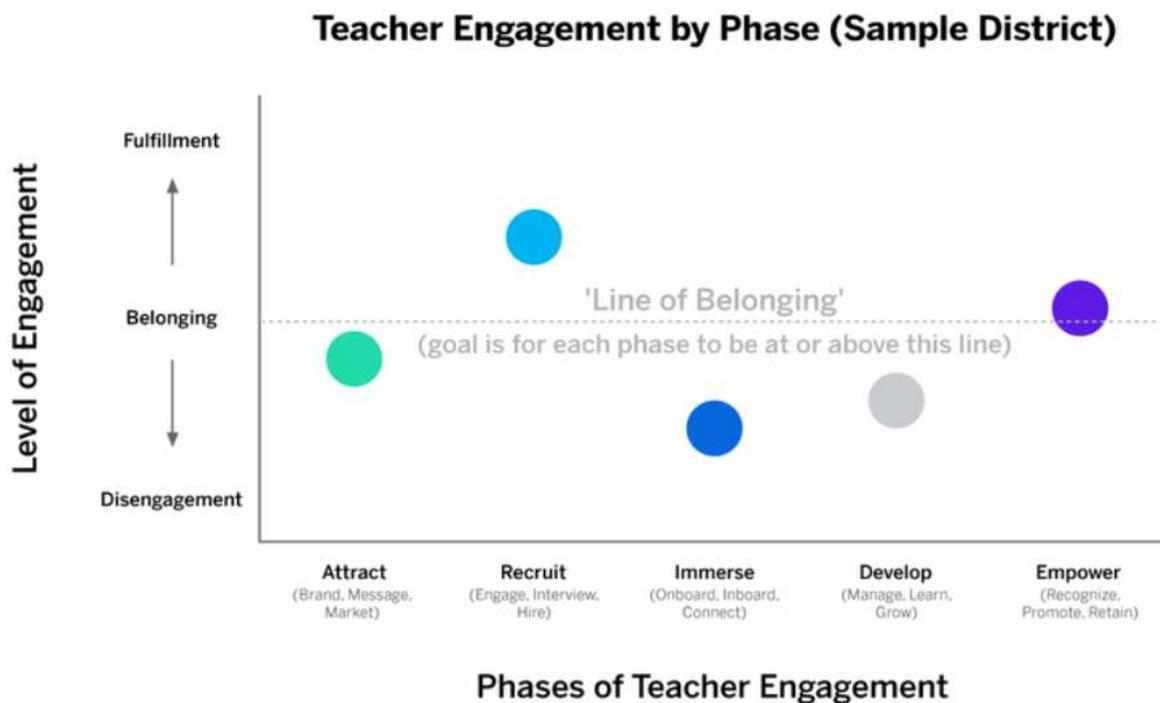


Figure 1.4: Teacher engagement based on various phases(Experience management, 2020)

Figure 1.4 demonstrates the various phases of teacher engagement which are discussed in previous.

1.10 Compensation analytics in the Indian higher education sector**1.10.1 Compensation analytics**

Compensation analytics focuses on utilizing data to analyze the impact of pay and benefits on employees and the company's overall performance. This involves examining elements like salaries, bonuses, and perks to assess their influence on employee performance, satisfaction, and retention. By leveraging this data analysis, organizations can make informed decisions about their compensation strategies, including adjusting salary structures, enhancing bonus programs, and ensuring equitable pay across the board. Ultimately, this approach supports companies in attracting and retaining talented individuals while aligning their strategies with employee and market needs to achieve organizational goals effectively.

Compensation includes economic payments like profit sharing, bonuses, overtime pay, sales commission and recognition rewards, etc...The term compensation means systematic analysis to produce monetary value for employees in exchange for performed work. The management uses this tool for various purposes to further the existence of the company. It may be modified based on the business requirements, goals and available resources. This compensation involves different fields of human resource management, such as recruitment, selection, training, development, performance appraisal, incentives, employee relations, promotion, farewell, and outside intervention in HR matters.

Benefits of compensation analytics

- Informed Decision-Making
- Enhanced Pay Equity
- Improved Recruitment and Retention
- Optimized Budget Allocation
- Performance Alignment
- Compliance and Risk Mitigation

1.10.2 Impact of Compensation analytics on higher education

Compensation clearly indicates the payment the employee receives for the effort, time and work that is executed as per organizational goals. Compensation is different from rewards as they are provided to encourage and motivate employees. Compensation is a total package offered to employees, which can be monetary or non-monetary. A combination of this motivates the employees to work with commitment and engage in work with involvement. Traditionally, compensation includes the



provision of payment for addressing damages, losses, and mental distress and rewarding wages or salaries in recognition of physical and mental efforts expended in fulfilling agreed tasks or jobs. However, the principle of equity in compensating work has led us to view wages and salaries as forms of compensation. This is because individuals tend to perform more effectively when they perceive their remuneration as commensurate with their value or when they derive satisfaction from their compensation package.

This research conducted compensation analytics for higher education teaching professionals, which is done by the academy or university management side. Teaching professionals can get benefits, which are an indirect form of compensation that higher school managements provide to their employees through programs, policies, and services.

1.10.3 Objectives of Compensation Analytics

Primary Compensation: For teaching professionals, the primary objectives of compensation are categorized into four types: equity, efficiency, macroeconomic stability, and optimal allocation of employment.

Secondary Compensation: From the standpoint of school or university management, a well-designed compensation package helps teachers achieve additional objectives, which are the secondary objectives of compensation.

1.10.4 Purpose of Compensation

A. Attracting the Talent: It is generally accepted by school management that offers a well-designed pay package, and higher schools or universities can get the best-talented teachers available in the market.

B. Retaining Talent: Because of liberalization, globalization, privatization, and privatization, employees have become highly portable. The concept of lifelong employment and strong commitment between management academies and teachers, once prominent in certain global economies, is rapidly weakening.

C. Motivating the teaching professionals: Talented teachers may only fully utilize their skills and abilities if they believe they will be appropriately rewarded for their contributions to school management goals. Therefore, a compensation system should be designed to motivate current teaching professionals to give their utmost to these essential objectives.

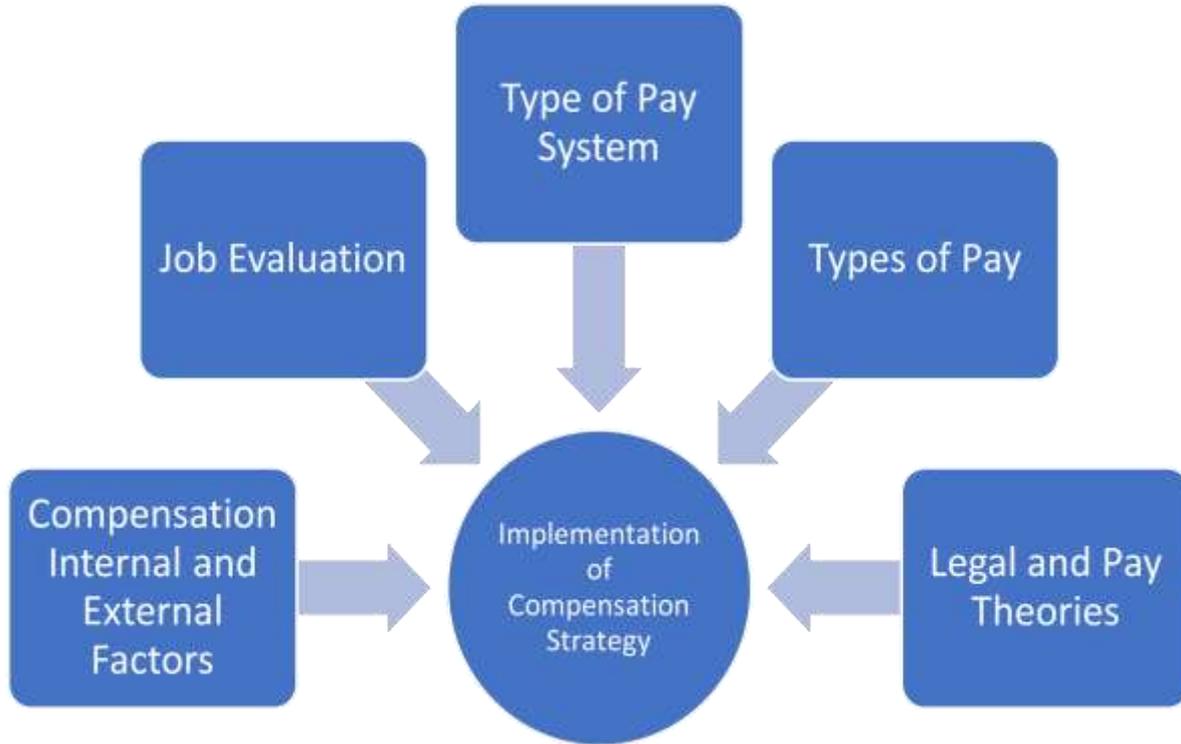


Figure: Data analytics for the compensation process

1.10.5 Need for compensation analytics in the Indian higher education sector

Teaching assessments provide high value for student evaluation of teaching and classrooms. Teaching assessment combines the students' performance (test results, dropouts, grants, awards, and conference participation) and students' feedback. At the same time, the teaching load, quality of syllabus, innovativeness, and course materials are revised by school and university management. For this reason, teachers should be attentive to students to enhance the student's performance in education. Therefore, compensation should be provided to increase the teaching professional's performance from the management or department side.

Numerous organizations have developed tools to compensate employees based on their performance, a practice that has gained significance in education as well. The evaluation of teacher performance and compensation is an emerging trend in the education sector, currently in its developmental phase. This study deals with the most complex issues in the modern education industry compensation and its impact on higher education teaching professionals in Bengaluru. After COVID-19, there is a requirement to discover the perceptions and mental well-being of higher education teaching professionals. Effective employee engagement and retention are the most critical challenges with higher education teaching professionals. Therefore, this research establishes new strategies and



methods for the effective management of higher education teachers with compensation analytics. In the literature, there are three ways presented for teaching professionals' compensation named as,

- Individual pay, based on time and appraisal
- Individual bonuses based on targets
- Collective bonuses

Compensation methods encompass a variety of approaches, including discretionary awards, incremental and bonus schemes, and Performance-Related Pay (PRP) schemes. Non-monetary incentives such as reduced teaching loads, additional vacation time, promotions, or public recognition can also be integral components of PRP schemes. These frameworks may be implemented across all university employees or selectively among specific groups, such as executive or senior academic staff.

1.10.6 Challenges in Compensation

The main objective of compensation analytics is to make the right decisions about pay and rewards to attract and retain the teaching professionals needed to achieve their objectives. It's also closely tied to the overall strategic goals and budgets for higher education schools as a whole. Unfortunately, attractive compensation provides a significant financial burden for school management.

In the below section, we described some of the compensation challenges from management perception and how they can overcome these challenges:

a. Limited financial Resources: Education sectors, particularly smaller ones or those encountering economic challenges, require assistance in effectively allocating compensation funds. This presents challenges in providing competitive pay and benefits packages.

Solution: Emphasize non-monetary rewards and benefits like flexible work hours, opportunities for professional growth, or fostering a positive work environment. These strategies can effectively attract and retain teaching professionals without imposing a heavy strain on the compensation budget.

b. Balancing internal and external equity: Educational sectors must ensure that their compensation systems maintain fairness both internally, ensuring equitable pay levels within management, and externally, ensuring competitive pay levels relative to the market.

Solution: Implementing a job evaluation system can help assess the value of each position within school management, thereby promoting internal equity.



c. **Balancing pay for performance and fixed salaries:** School management must balance fixed wages and variable pay for performance. By underlining both aspects, they can enhance teacher satisfaction and reduce turnover.

Solution: Establish a well-rounded compensation framework that incorporates both fixed and performance-based pay elements. Define performance-related incentives clearly, ensuring they are measurable and equitable, to motivate exceptional performance and retain valuable employees.

SUGGESTIONS AND CONCLUSIONS

1.11 Problem identification

The COVID-19 pandemic has intensely interrupted societies worldwide, including in India, and severely affected the global and Indian education systems. Various existing studies present information on the impact of COVID-19 on the education sector, the challenges faced by teachers and students after COVID-19, and the importance of Post-COVID Teacher Professional Development. As the research scholar had witnessed these transitions and changes in the Indian higher education sector, especially in Bengaluru, after repeated discussions and evaluations, it was found that very few empirical studies have been done on these aspects and dimensions. This study is focused on dealing with the most complex issues in the modern education industry based on compensation and its impact on higher education teaching professionals in Bengaluru. As the globe and its outlook have changed after the Covid times, there is a need to explore and study the perceptions, mental orientations and outlook of higher education teaching professionals in Bengaluru. As effective employee engagement and retention have become a real issue with higher education teaching professionals, this study is an attempt to address this issue. The study would provide new strategies and approaches for the effective management of higher education teachers with compensation analytics.

1.12 Motivation

During the COVID-19 pandemic, the globe had closed its shutters, and millions of students all over the world had lost educational learning and connectivity with teachers. The existing form of learning and teaching in a physical environment where they both meet has become an issue. Technology has provided a new impetus, directive, strategy, and solution to global education as online classes have become more prominent. Global countries during this shutdown period had to opt for work-from-home practices as the need to retain employees was very important. This affected global economies, and we could see its drastic impact in India as well. With the slow reemergence of global functioning, the post-Covid scenario posed new challenges for global organizations. With multiple opportunities all over the world and with a work-from-home model – organizations were willing to take people for more salary and benefits. In the challenging faces of Covid, private organizations and industries supported their employees, which was also seen in India. However, the Indian education sector responded very poorly in this regard, as educational professionals were paid half their salary and were



asked to continue the work. As salary and compensation became the most important criteria for an Indian employee – it had burning effects on Indian educational professionals who were committed and dedicated to their profession.

The primary motivation of this research is to identify compensation analytics and its impact on higher education teaching professionals in Bengaluru. Compensation analytics is a holistic term that evaluates the existing compensation methods that are practiced in organizations. The teaching load, administrative burden and social activities reduced their role and effective functioning as teachers. This can be clearly seen in the Indian higher education sector, especially in Bengaluru. As this has flourished in industries and especially IT – it has given more scope and opportunities for an educational professional who switched their careers to the industry during the post-Covid scenario. This had a natural negative effect on this industry, which could also affect the quality of Indian human resources in the future as it totally depends on higher education teaching professionals.

1.13 Summary (Conclusive)

This chapter described the the Higher education in India and impact of COVID-19 pandemic on education in India. Then discussed challenges of teaching profession after COVID-19 and teacher professional development. After that, elaborated impact of higher education teaching professionals based on Transition, Engagement and Retention after COVID. Then discussed the sections of compensation analytics in Indian higher education sector – special reference on prevailing challenges and problems. Finally, we provided the problem identification, motivation, methodologies and limitations of the research.

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