

A STUDY OF FACTORS AFFECTING FACULTY RETENTION

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ABSTRACT

To get the overall development in the fields of human resources fundamental of a respective nation, it is important to achieve quality education. This can be done if the correct form of knowledge, values, and skills are imparted to the students. To have such a facility in an organization is supposedly very crucial as it becomes the main source and tool better knowledge. In the current situation the engineering and the management organizations have shown a tremendous increase and this increase has been the highest in the last two decades. There is an imbalance created between the need to qualified and intelligent faculty and the supply that has risen. When this type of a situation arises, the retention and recruitment of the talented staff becomes vital. Because of the need of exceeding the limit of supply, the faculty of heavy turnovers are under observation in the current times. According to the current research and examinations, it explains the vital aspects on the basis of which the faculty retention actually relies.

Keywords: Faculty retention, turnover, higher education institutions, personal/ familial, social, economic, professional, security, infrastructural, work conditions.

I. INTRODUCTION

The term global world where living beings live today can be explained by the famous acronym VUCA. VUCA stands for Volatility, Uncertainty, complexity, and ambiguity, respectively. Living in such an uncertain and complex environment, the proficiency of the operating and managerial faculty gets crucial for the institutes. All the organizations including the types of businesses as well do compete for the idea to understand the objectives and motives of an organization [1].

People are heading towards an informational and talented society where you will find the educational centers equipped with proper learning capabilities particularly the ones those are engaged with the study of science and technology. These types of faculties can certainly assist people nurturing them with proper use of business operations, research, and innovations along with other creative activities as well that are needed for the better growth of the society. On the drive towards the growth and development of a knowledgeable society and achieve technological recognition for faster emerging nature of the citizens, India has been giving prior notice to the growth and development of the higher education when it comes to general, engineering, and management institutes [2]. In the last few decades, there is a high demand for the managerial and technical manpower that has been developed in

both the business as well as non-business institutes. In order to meet the demands of professional and technical manpower regulatory bodies, the constitution of UGC and AICTE followed the significant approach by allowing the private sector in order to offer the expert and technical education to the eligible candidates. Because of the outcomes of these liberal policies of the AICTE and UGC, the total number of institutes that perceive engineering course in the country has shown a tremendous increase from 1511 in the year 2006-2007 to 3345 in the year 2014-2015. The engineering colleges in the current times overly sanction about 1.76 million students but the actual intake that gets done is of about 1.2 million students [3].

The institutes that run the management courses for students also showed a sudden rise in India after the liberal policies of the AICTE and UGC were sanctioned. In this country, the managerial colleges have a total of 3764 institutes that provides education to almost 4, 49, 829 students. According to the research conducted by the UGC, the number of staff that gets into these engineering institutes is merely about 4, 57,295 and the number of management organizations ranks about 55434. This huge emergence in the management and engineering educational institutes has developed tremendously with a huge demand for the qualified and talented faculty that most of the organizations couldn't manage. The faculty retention is nothing but an extensive effort with the help of which the faculty is incited to excessive tenures or remain with the organization for maximum time or until the project gets completed for which they had been staying. According to Bowen et al (1986), the faculty retention is a major factor for retaining the education quality and the research as well [4]. The academic staff's quality is entirely reflected in the education quality in the programs and also the perception of the organization in both academic and business environment.

When it comes to the strength, both the teaching and research is a feature of the competitive differentiation in the additional professional education. Improper understanding of the aspects that promote the faculty retention can certainly outcome in the suboptimal resource which leads to absenteeism, expensive re-training, slowdowns in the output procedures, and gradually it leads to leaving the organization by the workers. The higher turnovers on the faculty in the past years have eventually resulted in the disintegration of the creativity and research and also it has brought unreliability in the educational institutions.

Faculty turnover represents the faculty's transition from one organization to another [5]. As faculty is the major aspect of the higher education system, the main priority should be given so as to recruit the qualified faculty that has beneficial and required credentials. The organizations are in the top position because these organizations offer value preposition to their staff and the same time they keep them attached to the institution. The faculty leaves or stays in the organization depending on their specific reasons. With the help of healthy academic development and the workspace, the time period of the staff staying in the respective organization can increase [6].

This paper explains the vital aspects on the basis of which the faculty retention actually relies.

II. LITERATURE REVIEW

According to Caplow (1958), explain that the literature is comprised of an array of essential factors that are responsible for the teacher retention [7]. It also represents that retention is important in expanding the dissemination of adequate education. It also offers competitive benefits to both the education and the faculty of the respective organization. The basic problem of talent draining remains constant although there is a lot of effort put on retaining talent.

This is the very reason why it has become so important to retain the talent that possesses current form of knowledge, abilities, and skills in order to withstand their inner competitive nature. According to Chen et al (2006) explains the survey on essential features that affect job satisfaction and faculty retention [8]. This survey explains the factors such as compensation for example salary and monetary profits, work culture for example comprising of administrative support, collegial support, bureaucracy, moral support, and evaluation of performances, etc., social problems for example brands and reputation and lastly job security and considered them as vital factors that are responsible or faculty retention in both private organization as well as a university.

According to Connolly (2000), the basic factors that are related to the institute contribute to the teacher's commitment towards his or her work environment that is eventually measured based on their dissatisfaction and their absent records from their work and is entirely correlated in terms of turnovers [9].

This study also reported that the non-monetary incentives such as the performances that are based on promotion reduced teaching loads in order to increase the research and understanding, research allowances, assistance in recruiting and retaining the faculty without any increment of salaries, etc. Inadequate support, receiving disrespectful treatment, and mismatched organizational and individual aims are the negative factors of the institute's workspace and also impacts on the teacher's turnovers [10].

According to the survey on challenges and difficulties put on the way of faculty retention (2009), it can be said that the research facility is among the best incentives in order to retain faculty but at the same time the survey also reveals that 90 percent of the faculty has to deal with the teaching while only 20 percent comprise of research and publications. Beside from the lack of research facility, compensation along with the other workers profit is also an essential expert reason for the faculty resignations. These faculty parameters of the satisfactions are partially different from the professionals, instead of high pay packages; teachers also require recognition and appreciation as well so that they feel satisfied and inspired [11].

There are various aspects such as enjoying remuneration at the balance with business, offering aids related to medical, endorsements concerned with performance, training, an apparent assessment scheme and offering the housing services. These are a few more aspects which have an essential part to perform in faculty turnover [12].

There were numerous concerns found by [13] which were associated with retention such as income, prospects of study, institution dedication and status of institution to appeal the faculty next to the associate professor and the professor. It was stated by [14] that income is not a major aspect in faculty retention; there are numerous aspects such as matter of amiability, intra-departmental concerns and impoliteness, shortage of supervision and knowledge of reelection, endorsement scheme and tenancy remunerations, mentorship, group politics. These all are the main reasons for displeasure [15]. Along with these aspects, shortage of sense of being a portion of group or meager conduct of coworkers by head / leadership has also an influence on the retention of faculty in managements.

Just the displeasure from the working atmosphere will not force the faculty to go away from institute, numerous aspects are there which influence to faculty turnover like shortage of development programs comprising of leadership programs, peripheral advantages and leave regulations [16].

It was drawn attention to the faculty which was provided less income will most probably leave the institution once the first year is finished in comparison to those who are offered good amount of

income. Few faculties head out to other universities so they can receive good amount of income and working situations.

Review of literature here is hypothetical and operational agenda which provides a summary of elements that might come before an expert in human resource to leave or stay for more time in institution [17]. Research studies held previously tell us that talent retention, over the years, has proved to be a significant matter for institutions that requires to be spoken about.

For number of years, teacher erosion is a subject in Education literature. Teacher erosion has been a main issue in the schools and between 20% and 50% of beginning teachers depart from their place in initial three to five year. Usually, teaching is known to be a natural ability which comprises of a long term career path.

As per the statement of Ingersoll (2003), the people who depart from their profession often depart in the initial five years of stepping their foot in that profession [18]. For the beginning teachers, if they can tackle the initial year, how they tackle it can be an important aspect in the decisions related to staying the profession or leaving the profession [19]. To take an instance, it was reported by 2003 Victorian Department of Education & Training Report that one third of teachers depart their profession under 3 years and nearly half teachers depart under 5 years in the US.

A study was held in 2003 by University of Buckingham in Britain which noted that 30% of the British professors who had departed from their profession in 2003 were in same profession for just less than 5 years [20]. All the regulations have been troubled by the issue of faculty turnover especially in last one to two decades. Market for the Ph.D.'s separate from the academic world has increased with the thinning out of the actions which are on the basis of knowledge during the course of economy [21]. The people who have superior degrees have established their employability in numerous areas. Taking a fact into the account that professors receive 25 to 30% less than the similarly educated professionals, it is a matter of concern that a growing amount of faculty would depart for private sector [22].

Caplow and McGee (1958) held the standard study of faculty movement as the Academic Marketplace [7]. Burke imitated their study after thirty years, thus issuing The New Academic Marketplace in the year 1988. According to the findings of Burke, the market for professors experiences fundamental variations over those thirty years. Beginning teachers departing from their professions at a frightening degree is an issue which leads to damage on both school and the performance of students [23]. The teachers who stay are pressured with the enlarged workloads but do not get their income increased. Improved turnover leads to depressing effects and negative effects on those who decide to stay and on the future employees, respectively. Good turnover is related with less work pleasure, poor output and high stress in the workers [24].

Faculty is defined as movable and faithful to the discipline instead of institution [25]. Taking into the accounts the signs of upward swing in both the elements, it can be expected that faculty turnover leads to bigger issues for numerous managers. Faculties who depart from the profession on their will are subjected to get regarded as high accomplishment orientation [26]. After amalgamating a few researches, there is a report of 4% yearly rate of erosion in the initial period of 1980s. Their definition of erosion is not same as turnover, it has differences as it hints the number of faculty who depart the place every year due to several purposes, which are not retirement. Degree of turnover described here should be more than 4% erosion rate as the figure does not comprise of the faculty who leave for other postsecondary institutions. Bowen and Schuster estimated, on the basis of their researches, that erosion may average 4% annually in the late 1990s and may even touch the figure of 6% by the year 2000.

According to them, the degree of erosion has the ability to increase significantly if faculty positions turn into less economically appealing in comparison to positions in private industry. Although faculty incomes holdup significantly behind those of industry, huge amount of supply of PhDs in numerous areas has caused the faculty positions to be greatly valued which therefore decreases the turnover. There are heads who desire to retain faculty and they are alert of the fact that they cannot just offer money to the workers who are not pleased. Not often does the salary offers tolerable gratitude or makes sure of the pleasure [27]. According to a research, increased salary lead to growth in retention of assistant and associate professors but did not have any influence on retaining full professors [28]. According to the same research, six of the top seven causes to leave were research chances, etc. As one would expect, faculty compares with professors inside and outside of institutions and not just their salaries with the people in other professions. The Universities and management of college have a fair share of knowledge regarding the income and welfare schemes provided by comparable institutions but they still have to look for the differences between own departments. Self-esteem and collegiality issues are presented when the salary extents are broad and if there is large income for junior faculty than the senior faculty.

A research by Gill and colleagues (1992), noticed that 27% of the universities made use of this specific method in an attempt to recruit the rising stars. According to few studies, apparent equity of income might be a significant factor of commitment and pleasure than the basic level of income [29]. The managers should not look at the conclusion but look into this problem of justice. Non-salary inducements are also there which can assist in recruiting and retaining faculty even without increasing the income. One of them is to amplify the term period. Everybody loves the assurance of lifetime job security as it is too appealing and also can pay off for the less payment. Along with the early promotion, institutions can provide more substantial study grants, more often day-offs and decrease in the workload of teaching [30]. Although, these methods have economic outcomes, a cautious mixture of inducements and income might lead to saving money and retaining more faculties. At first, few investigators and academics made an attempt to know about the high teacher turnover rate among the beginning teachers by examining the motives behind both teacher retention and erosion [31]. Teacher work pleasure is often related with stress, work superiority and professionalism. There have been few academics whose focal point has been just stress in teaching profession [7]. Investigators make an attempt to organize the model tests and evaluate the theories of contact, stress, organizational stressors and consequences and thus it is found out that the role stressors, job pressure, job evaluation and professionalism have an effect of viewpoint of teachers towards their work pleasure. Numerous methods are there which institutions would look out for if they have to retain the faculty members. One of them is to talk about the life standard problems which mean offering aids with accommodation or endorsing the faculty clubs. Collegiality is a part of turnover equation which is always unnoticed even though the numbers of faculty who depart from the workplace state the reasons such as the relationships with coworkers for their leave [10]. The methods which have been efficient are spousal hire programs, official training programs, official mentoring programs for the provisional faculties and clearly stated strategies for the tenancy [15]. The element of graduate education which is always lost is the preparation for everyday life of professors which is that the graduate students study to become the scholars and just provide a tiny bit of focus on the remaining duties which a professor shall do. Deans, administrators and the senior faculty should recognize the assistance of new faculty as an asset in the efficiency of a person, department and institution [20].

III. CONCLUSION

There is a big issue currently for institutions involved in instructing quality management and engineering education, which is to recruit and retain skillful and knowledgeable faculty. Issue has been highlighted because there has been a massive increase in the need for skillful and expert engineers and managers in corporate sector after the economic liberalization. Good amount of inducement and job chances are also provided by corporate sector which therefore give birth to the problems for educational institutes. There is some kind of competition between educational institutions and corporate sector to acquire the skillful faculty. On one hand, educational institutes do not have the capability to let go of a skillful faculty and on the other hand, there should be attempts to appeal decent faculty in the direction of institute and it shall be a new tactical aim.

Outcomes of the research show that numerous aspects are there which have a say in decision of faculty to move from the current work. Even though, excluding research, every aspect has proven to be a significant one for faculty retention, there are a few aspects which can be considered as more significant than the remaining. The aspects which are associated with money and income, operating situations and personal aspects can be more causal in the job shift intention of faculty when compared to the aspects associated with professional tactic in handling institution, security, infrastructural and talking about the social problems. The study might or might not constitute the guidelines for performance assessment of faculty in institutes concealed beneath the research. It is also indicated that the attention in such institutions is only on teaching and study is merely provided any kind of focus. In the beginning stages of development, importance is often given to firming of infrastructure & teaching. The procedure is slow and the study takes time to complete. Steady development of study culture and facilities in educational institutions turns out to be essential to appeal the faculty and retain them. The tactics can be made by institutions by combing the factors noticed in the research for faculty retention and institutions can put a pause on the turnover from institution.

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