



STUDY OF FACULTY TURNOVER IN DIPLOMA ENGINEERING EDUCATIONAL INSTITUTES IN INDIA

PRAVIN THORAT

Assistant Professor

Dr. D. Y. Patil University

Pune (MS) INDIA

ABSTRACT

A lot of study has been conducted on the problems caused by high turnover rate in the corporate world but little has been done on examining the sources of faculty turnover, a high rate of faculty turnover in an institution means increasing recruiting, selection and training costs. Retaining talents is not the choice of employers but is also the need of time as educational institutes are already at risk running with talent crisis. This paper examines the faculty turnover with the help of Schematic Diagram for Theoretical Framework, effects and forwards some strategies on how to minimize faculty turnover in Indian Educational Institutes.

Keywords: - Attrition, Turnover Intention, Indian educational Institutes, Retention.

1. Introduction

Teaching is the most honorable profession; the present faculties prepare the future citizens of the nation, therefore their satisfaction in an Institution is essential in order to educate the students well. Along with teaching subjects the faculties also takes care of culture, ethics, manners, formality, teamwork, communication and much more. The impact of these faculties to the society is much more than any other professional to the nation.

Human Resource is one of the most treasured assets of any type of organization and more importantly for the educational institutes, as they function on the human intellectual as capital. It is therefore penultimate to retain these educated, committed and experienced faculties so as to be able to uphold the expertise inventory, skill inventory and cutback the costs of re-recruitment, selection, orientation, training and development of new faculties. According to Price (1977), turnover is the movement of members across the boundary of an organization. Turnover Intention means job movement both within organization and across organization boundaries. Being able to retain the faculties will also ensure knowledge continuity, committed decision-making and smooth and coordinated workflow.

In addition to the cost considerations in times of high attrition, the institutes face other problems too. They might have to re-plan the course structure in case the faculty of a certain subject is unavailable, rearrange the timetable. All these issues together have a huge impact on the quality of education being delivered and ultimately, a negative impact on the goodwill of the institution.

Current Scenario of Diploma Engineering Education System

The education system in India has advanced by leaps and bounds over the decades and as a result, is considered one of the most abled in the world. Besides various initiatives by different bodies such as government/private firms, the role of engineering institutes in the development of Indian education system cannot be denied. The sudden surge in the number of private engineering institutes providing professional education in the recent past has resulted in the increased demand of highly qualified professionals in the market. Thus, they require a large number of trained faculties for running the institute.

Again the lucrative opportunities available in the corporate zone exert a jerk on the existing faculty towards the corporate career from academic profession. This creates a vacuum at various levels in the existing institutes to be filled in. The occupational migration of faculty from academics to the core industry, the additional faculty requirement of the existing institutes for newly introduced courses and the faculty required for the newly established college's altogether creates an enormous demand for faculty. This high demand and low supply is resulting in faculty crunch in the country particularly in regards with engineering colleges. In this context faculty turnover has a thoughtful impact on the institute and its reputation thereby resulting in the increased costs both direct and indirect.

Objective of the Study

The study has made an attempt to

- Understand faculty retention as a major HR problem in education Institutes.
- Highlight the factor that leads to faculty attrition and the tools that should be taken into account for faculty retention on the basis of literature review.

2.1 Scope of the Study

The study is restricted to Nagpur region due to lack of time accessibility.

2.2 Research Methodology

The method of exploratory research is used to study and know detailed information on Faculty retention and attrition.

2.3 Sources of Data

All information is collected through secondary data and partial primary data. Data available on websites, magazines and research papers have been referred along with personal interviewing some faculties.

3. Theoretical Framework of Factors Affecting Turnover

The findings derived from the data collected, is not conclusive in respect to identifying the most important factor of faculty turnover. There isn't a clear consensus available in the research done. Analyzing the major outcomes derived from the studied literature, the following turnover model may be proposed for the present research.

The chart proposed is based on analysis of the important concepts, which act as strong factors of voluntary turnover. In the proposed diagram, controllable factors (including organizational factors, attitude factors and organizational commitment), uncontrollable factors (comprising perceived alternative employment opportunities and job-hopping), personal factors, and demographic variables (comprising age, gender, marital status, experience, employment tenure, income level, academic designation and department) are treated as independent variables, which affect turnover intention.

4. Conclusion

After going through the research with the help of the Schematic Diagram for Theoretical Framework following conclusion can be derived

4.1 a Demographic factors are associated with turnover intention. Specifically,

- a. Age is negatively associated with turnover intention.
- b. Males have greater intention to leave than females.
- c. Unmarried has greater intention to leave than married.
- d. Level of education is positively associated with turnover intention.
- e. Tenure of an employee in an organization is negatively associated with his or her intention to leave.
- f. Experience is negatively associated with turnover intention.
- g. Level of income is negatively associated with turnover intention.
- h. Position is negatively associated with turnover intention.
- i. There is significant difference in turnover intention amongst various departments.

- 4.2 a** Organizational factors are negatively associated with turnover intention. Specifically,
- a: Working Environment is negatively associated with turnover intention.
 - b: Top Management/HODs Support is negatively associated with turnover intention.
 - c: Compensation is negatively associated with turnover intention.
 - d: Training and Developmental Opportunities is negatively associated with turnover intention.
 - e: Organizational Justice is negatively associated with turnover intention.

4.3 Attitudinal factors are associated with turnover intention. Specifically,

4.3 a Job Satisfaction is negatively associated with turnover intention.

3a(i): Satisfaction with pay is negatively associated with turnover intention.

3a(ii): Satisfaction with nature of work is negatively associated with turnover intention.

3a(iii): Satisfaction with supervision is negatively associated with turnover intention.

4.3 b: Job Stress is positively associated with turnover intention.

4.4 a Organizational Commitment is negatively associated with turnover intention.

4.5 a Perceived Alternative Employment Opportunities is positively associated with turnover intention.

4.6 a Job Hopping is positively associated with turnover intention.

4.7 a Personal Factor is negatively associated with turnover intention.

5. Suggestions

5.1 Use video interviews and social media to hire for fit.

Faculty turnover is a big, and expensive, problem for many Institutes. To reduce turnover, it's important to look for faculties who will fit into the institutes culture with ease. Using video interviews and social media interaction, you can judge cultural fit more quickly now than

ever before. A highly skilled faculty is great, but to avoid turnover you'll also need a faculty who will love working for your institute in long-term.

5.2 Look at all aspects of candidates.

Although this sounds simple, the fact is, many employers don't look at all aspects of a candidate, such as how they'd fit in with a team or if their values align with the company's. When you evaluate all aspects of a candidate, you'll choose the right employees. In turn, this will reduce turnover because, in conjunction with performing well, employees will want to be there.

5.3 Make cultural fit top experience when hiring.

Increasing employee retention will mean improving hiring efforts. Employers should focus their efforts on acquiring candidates who are not just skilled for the position, but are also a strong cultural fit for the company. Behavior-based screening and interviewing will help to make best long-term hires.

Post Hiring Process

5.4 Invest in your Faculty's 0

If management believe in their faculties, it's best to prove is by investing in them. Give your people everything – your time, your energy and your faith. The reason that most faculties quit is out of frustration with the status quo, and lack of future development. The trick is to communicate with your faculty from the onset and set clear goals that you review with them at least twice a year. Then create an environment where new ideas are encouraged, good work is rewarded and faculties are allowed to stretch themselves to take on new roles and responsibilities. If you can support your people through thick and thin, they'll definitely do their best to work hard for you.

5.5 Recognizing faculty's strengths

Every faculty is different – they all have their strengths and weaknesses. So focus on their strengths! Recognize what people are good at and put them in position to accentuate their strong points every day.

5.6 Holding Faculty's Accountable0

When faculties achieve great things in the workplace, you want to celebrate their successes and urge them to keep it up. But when things go wrong, you need to hold faculty's accountable as well. It's a two-way street.

5.7 Always Communicating Effectively

Whether it's the best of times or the worst of times, you always want to communicate effectively with your faculties and deliver them both good news and bad. Good communicators have the ability to lead the workforce in a way no one else can.

5.8 Compensation

This one is not rocket science; faculties are more likely to stay with recruiters that are willing to pay them handsomely. If you're able to periodically give your workers raises, you will no doubt see a considerable uptick in retention.

5.9 Additional Budget Improvements

Of course, paying your faculties sufficiently isn't the only way you can invest in your employees. Consider modifying the budget in other ways, like perhaps spending more on travel opportunities for your employees, or investing more deeply in training resources. Be creative.

5.10 Revisiting the Working Environment

Some people might value the nature of their workspace. For example, can you afford to give more people legitimate office instead of just cubicles? This is a surefire way to make faculties feel like their roles are more appreciated.

5.11 Building a Long-Term Plan

In the long run, faculties like to know where their careers are going. They like to have opportunities to acquire more skills and climb the corporate ladder. Is there a clear path toward career success carved out for your staff members? If not, consider making this a priority.

5.12 A Focus on Recognition

Finally, faculties like to feel their employers recognize them. Showing a little bit of gratitude for your employees' work is simple, cheap, easy, yet amazingly effective for building up

retention among your ranks. You'd be amazed at how big an impact one basic "thank you!" card can have.

5.13 Collect Input on How the Institute's Should Be Run

Ask your faculty's what they think! Everyone is a knowledge worker today, and everyone should have input in how his or her part of the institutions can or should be run. Let the command and control hierarchical decision-making die a fast death.

5.14 Identify and Offer Unusual Faculty's Benefits

For many Institutions, standard faculty's benefit programs are not always given the fanfare that they deserve. But by offering programs that might be a bit out of the ordinary — such as pet insurance, Health Savings Accounts, Job-Sharing Days, etc. — a faculty's appreciation and attachment to an institution may grow.

6. Limitations of the Study

6.1 Results drawn will be completely based on the information provided. So, some times all efforts fail to find the right result.

6.2 Because the research was restricted to specific areas (education industry), the conclusions drawn cannot be generalized to all the areas.

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