



Milestone in the Area of Faculty Attrition and Retention: A Review on Indian Educational Organizations

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Abstract

Today's knowledge hub i.e. Higher Educational Institutions (HEIs) is adamant tough due to its knowledge pillars i.e. faculty, students and education. In this dynamic era of industrialization, education was untouched by its few implications. There is a great demand to analyze attrition and retention in a holistic manner. Low faculty retention rate leaves a negative impact on Students' Learning Outcome (SLOs), which might be, due to salary, work culture, environment, peer etc. On the other side, Faculty Attrition delivers best outcome for scholars, colleagues, organizations and society. A hard truth lies with HEIs, that faculty wages lag significantly low as compared to the industry. Recognition and remunerations with reference to faculty qualification and achievements is still lagging. Concluding, today's era is facing great challenge in faculty attrition and post-pandemic era has added layers of complexity. This review presents a holistic overview of diverse factors responsible for attrition and retention – compensation & rewards, job security, training & developments, supervisor support culture, work environment and organization justice etc.

Keywords: Attrition, Faculty, Higher Education Institutions, Retention, Talent, Teachers

Introduction

During 1970-1980, it was evident in research that teacher attrition was a major problem. It was recorded that around 25% of the teaching certificates holders never started teaching or left the organization within few years. (Charters, 1970; Mark and Anderson, 1978; and Murnane, 1981).

High teacher turnover rates lead to disruption in teaching continuity and planning, decreased student learning and increased costs for related to recruiting and hiring teachers (Ingersoll, 2003; Kirby & Grissmer, 1997). Student achievement was a decline with the shortage of qualified teachers in diverse areas (Marso & Pigge, 1995). In a study it was seen that teachers often leave this profession due to low salaries and perks (Teacher Follow-up Survey, 1987-88) (Bobbitt *et al.*, 1991). It was also seen that salaries as an important entity is also related with discretion to opt teaching as profession (Theobald, 1990).

Seeing gender and salary as elements of work it changes the way people think about work i.e. male educators and female educators (Bloland's and Selby's, 1980). It is seen that high degree of faculty turnover also shows substantial decreases in students' performance (Bempah, *et al.*, .., 1994). On the other side, higher degree of faculty attrition, indicate underlying problems and disrupt the effectiveness of knowledge centres (Ingersoll & Rossi, 1995), (Schlechty & Vance, 1983) In the initial years of teaching experience, only few faculties survive whereas many of them found teaching - "*irrelevant, worthless and inadequate*" (Colbert & Wolff, 1992).

Previous studies on gender equality showed mixed results i.e. women projected higher turnover rates than men (Gritz & Theobald, 1996; Newton, Rivero, Fuller, and Daughter 2004, Ingersoll, 2001; Kirby, Berends, & Naftel, 1999; Boyd *et al.*, .., 2005; Ingersoll, 2001).

(Brown, 1969, Kidron, 1978 and Steers, 1997), in their study said that the organizational fit concept is satisfied by its well-recognized employees that are important asset with effective commitment and who really fulfills goals. (Fishbein and Ajzen's, 1977) demonstrated the model of rational act as the heart retention between worker and customer and also between satisfaction and behavior. Studies have showed that retention is also driven by diverse factors like culture, policy, salary and benefits, and career progression (Fitzenz 1990).

In current era, organizations must think of to retain their employees (Fombrun, & Shanley, 1990). There are many factors with employee retention *viz.* compensation and rewards, job security, training and development, work culture etc. (Fitz-enz, 1990; Stein, 2000; Beck, 2001; Clarke, 2001; Parker and Wright, 2001). Research shows that organizations often think to develop trust and long term association with their employees, where good recruitment and retention policy could be key to progress (Morgan and Hunt, 1994; Hascall, Hopkins and Hollman 1995). In few cases, service suppliers are incapable in retaining even those employees who are satisfied (Heskett *et al.*, 1994; Schneider and Bowen, 1999).

The organizational culture is also a significant aspect than the job profile, where the culture must be symbiotic in nature for the employees (Joan and Harris, 1999; Rousseau ,1995). Researchers also It has been stated that managing employee expectations is crucial for retention measures to be successful. It has been stated that managing employee expectations is crucial for retention measures to be successful. The internal contract focuses on how individual employee interpretations and assessments of persuasion impact their intentions to stay. Institutions use the technique of encouraging and fostering employee commitment to maintain their valuable human resource. The process of hiring employees must consciously consider consistency between the employee values and corporate culture (Cable and Judge, 1997).

Faculty attrition is always a burning topic on interest in the teaching industry since several years and teachers generally leave this profession in initial years (Ewing, 2001; Ewing & Smith, 2002). In 2003, University of Buckingham found that around 30 per cent of the British teachers left teaching within first 5 years (Hogan, 2007). Considering HEIs, Ph.Ds. outside university system has grown along with the dissipation of knowledge- grounded exertion throughout the frugality, still, those with advanced degrees have proven their employability in a variety of fields which (Bowen and Schuster, 1986). The growth of knowledge based activities is seen throughout the economy, but people with advance degree like Ph.D., M.Phil. have found that they can work in diverse potential fields that can also reduce factor of unemployability. This benchmarking study of faculty mobility was led by Caplow and McGee in 1958 as *The Academic Marketplace*. Taking this journey ahead, 30-years later, Burke simulated a study, thus producing *The New Academic Marketplace* (1988). He found that market for professors had become radically different over those 3-decades.

High turnover is also linked to low job satisfaction, low productivity (Olsen, 1993). Although faculty salaries do lag substantially than the industry, where a large mass of doctoral candidates have made the faculty job expensive in various fields that overall reduces the turnover in the organization. Pay is not necessarily acceptable acknowledgement or guarantee satisfaction (Nienhuis, 1994). Generally, the faculty compares not only their pay with other professions, but to their fellow colleagues within and outside of their institutions.

Another study reports that around very low count amongst universities really initiate steps towards acquiring rising stars (Gill *et al.*, 1992). This highly educated mass calls for lifetime job security, promotions, research allowances, leaves and low teaching loads (Bowen and Sosa, 1989).

The soul of the teaching career resides with communication, which is an important components of job satisfaction (Miller *et al.*, 1988). It is important as the difference is the lack of research directly examining how communication skills affect teachers. Teacher job satisfaction is generally accepted as an important factor in teacher education and retention (Roach, 1991; Voke, 2002; Stockard & Lehman, 2004).

Few researchers or academics have attempted to understand the high rate of teacher turnover by examining the reasons and causes of both teacher retention and turnover. Additionally, teacher job satisfaction is usually linked with job quality, and professionalism (Connolly, 2000; Ingersoll, 2003; Ingersoll & Smith, 2003; Howard, 2003; Inman & Marlow, 2004; Heller, 2004; Stockard & Lehman, 2004). Few researchers and academicians have attempted to understand the high turnover rate of teachers by investigating the reasons and causes for both teacher retention and teacher attrition. Few researchers or academics have attempted to understand the high rate of teacher turnover by examining the reasons and causes of both teacher retention and turnover. Additionally, teacher job satisfaction is usually linked with job quality, and professionalism (Ebeling, 1983; Starnaman & Miller, 1992; Evan, 1999; Ven Der Doef & Maes, 2002).

Researchers are meant for research by examining various models of research and which help them in exploring various models and hypothesis. Along with the researchers its teachers who have to balance the workload with the Job evaluation and satisfaction. It is found that teachers' perception and attitudes are different than that of a researcher. There are so many other ways that an institution

is ready to retain their faculties by giving them job satisfaction and various other benefits like health insurance, provident funds, teaching club etc. Many teaching fraternities leave the organization in the Peer Pressure or at times it is the environment that forces them to leave the organization (Johnsrud & Heck, 1994).

Other strategies for achieving success include writing a maintenance program, a formal training program for department heads, a training program for all faculty, and clear instructions for action (Harigan, 1999). A missing aspect of the graduate program is preparation for the professor's daily life. This means that graduate students are taught as researchers, with little attention to other tasks that professors must complete. More attention to this issue in graduate education and in training programs for new teachers should make teachers more aware of job prospects and lessen their enthusiasm for job change. The first few years of teaching were stressful, but these can be reduced through the efforts of colleagues and superiors. Deans, chairs, and faculty leaders must view the Supporting new teachers as an investment in the success of people, departments and institutions (Olsen, 1993).

Based on various academic journals, related academic journal reviews, the Internet, etc., a detailed review of related literature (domestic and foreign) is published. (Tansley, 2011) defined the talent as there is no single or universal contemporary definition of “talent” in any one language; There are different organizational perspectives on talent. A common organizational language for talent is critical. (Hughes and Rog, 2008) explore meaning of talent management and why it is important (particularly with respect to its effect on employee recruitment, retention and engagement), as well as to identify factors that are critical to its effective implementation Talent management is an espoused and enacted commitment to implementing an integrated, strategic and technology enabled approach to human resource management (HRM) of particular importance is senior management understanding and commitment.

Ernst & Young (May 2010) Talent management (how an organization manages and develops its people consistent with its business strategies) must be a vital concern in any business. Alignment and integration are the keys to the success and effectiveness of global talent management and are proven to correlate strongly with superior business performance, both financial and nonfinancial.

An organization's global mobility program is a critical component of its global talent management program and must be aligned to the business strategy and integrated fully into the organization-wide talent management program. In addition, increased diversity in the workforce means that talent management has plenty of moving parts. Therefore, Organizations must regularly analyze their programs for effectiveness and ROI, making sure that all appropriate employee data are captured and aligned. This will increase the efficiency of all talent management programs and, at the same time, serve as an early warning system for problem areas. (Wellins, *et al.*, 2009) suggest the 9- best practices of talent management.

1. Talent strategy to be highly associated with corporate tactics.
2. Talent management professionals need to be more operational in nature.
3. A clear concept with Profile (Demand) and Profile (Supply).
4. The talent pipeline is only strongest and weakest node.
5. Talent Management is not dignified as democracy.
6. Potential, Performance and Readiness are not synonymous entity.
7. Talent management focuses on Right People on Right Jobs.
8. Talent management meant "how's" than "what's"
9. Software never matches Talent Management.

TM practices emerges as different entity from traditional HRM practices, integrating knowledge rather than repackaging old ideas with new tags (Chuai, *et.al.*, 2008).

(Vaiman *et.al.*, 2012), stated that authors review debates around talent management and examine some of the main factors that influence decision making in talent management. They intend to identify future research areas other than education that focus on talent management.

The talent management practices in academia will be shifting to a great extent in comparison to the other industry practices. It is argued that quality educational depends on intellectual mass of organisation and how they retain those intellects (Lavania, *et.al.*, 2011). Therefore, it is of utmost importance that institutions should design and pursue policies/mechanisms so as to compete well in market place to attract and retain for them the best faculty Literature reveals that every resignation should be discouraged as it saves enormous beyond monetary quantifications and experiences.

An outline is developed that would assist academic institutions to refine talent management policy that aligns with organizational culture and values (Steven, 2010). (Pruis, 2011), presented a study that explores the demand for effective and judicious programs to determine who is of value within an organization. A study also explored future consciousness in light of the literature roaming around academic development in HEIs, particularly focusing on staff in their engagement with technologies in new ways (Tynan and J.W. Lee, 2009).

(Ferguson and Brohaugh, 2009), The employers recognize and reward their efficient employees to retain and encourage. It is just helping to avoid Circuit City-style meltdowns, thus retaining expertise, skills and relationships.

In a literature on retention of good personnel and role that work-life balance (WLB) issues have a critical say in employee's decision to staying or leaving any organization (Deery, 2008). Job satisfaction, commitment, personal attributes, the role of WLB in employee turnover and, thereafter, multiple strategies try to alleviate high turnovers.

An argument also exists – saying that a general misconception among leaders, in dealing with retention issues. Leaders relate employ retention and turnover rate in an equation that can be reduced by accepting the talent management strategy (employees training, programs, demonstrations, rewards, bonus etc.) (Rothwell, 2007).

(Pandit, 2007) also claimed that organisations add values to the employees by challenging assignments and successive trainings. These inputs act as development centers and which should be followed for the identification of stars achievers.

(Chapman, 2009), worked on library employees where he said orientation and socialization to the culture plays a vital role in the retention of employees. In a study, it was commented that that right salary is crucial point to attract and retain talent, but an introspection on appointment and brand building is required (Sabitha, 2007). (Sanjay, 2007) suggested a subject to divide conventional school of thoughts on organizational behavior and inculcate a novel approach to initiate strategic HRM.

Defining Retention:

Various universities use evaluation tools on making decisions related to retention. These academicians conclude that assessment is used for accreditation, whereas, the final result is continuous improvement in Student Learning Outcomes (Callahan, Strandholm, & Dziekan, 2010). However, in a study found that the issues of faculty attrition and retention in developing nations is less documented or taken into concern. However, after several studies, it is reported that a close relationship between the brain drain and employee retention (Tettyey, 2006)

Recruitment and Employee Retention- an insight

A major concern includes the level of collaboration and frankness amongst the co-workers, training and development opportunities and proactiveness in HR development. Evolving this competence begins with an effective human resource management that reinforces the competitiveness of organizations (Hiltrop 1999). Recruitment and retention are affected by the whole employment package *viz.* rewards and benefits relative to other employment offers – pay, job security, work environment, autonomy, progression, family-friendly practices, congeniality of colleagues) (Metcalf *et. al.*, 2005).

A number of studies have shown that pay is not having strong effect on employee attraction or retention. ‘*Low pay is low on managers*’ is a concern for while deciding ‘to join’ or ‘to leave’. In addition, two things that managers cited the most while discussing loyalty, were corporate pride and trust, however, Pay, came third (Challenger *et al.*, 1999).

Foreseeing the risks and glitches linked with salary, experts have identified few factors like job previews, orientation, challenging assignments etc which could be responsible for talent retention (Hiltrop 1999). Consequently, Hilltop also considered few more crucial elements for attraction and retention practices in organizations – job security, opportunities for training, skill development, staffing, autonomy and decentralization of decision-making, team participation, paybacks, rewards and pro-active personnel planning etc.

Talent Retention is always acknowledged as an important practice any organisation. A concept of ‘*Employer of Choice*’ (EoC) – An organization that out performs in the acquisition and

retention of individuals, with required aptitude, under the novel and strategic human resources programmes (Dessler 2000; Clarke 2001). High aptitude individuals expect their task to be aptly planned, with passable resource thus creating more stimulating and attractive task (Guest 1999; Messmer 2000; Stein 2000; Beck 2001; Clarke 2001). Under talent management strategies, work life balance also accounts for a significant factor, which is taken into consideration by the many individuals (Kersley *et al.*, 2004; Bonney 2005).

(i) Talent

Talent is defined as an entity that classifies contributions to the organisational performance either through their immediate contribution by indicating significant potential (McCartney & Worman, 2013; Bhatnagar, 2007). It is also defines technological literacy and global perception of visualization (Beechler & Woodward, 2009). (Michaelis *et al.*, 2001) defined talent in terms of skills, information, aptitude, attitude, as well as willingness to learn and excel.

(ii) Talent management

Talent management is a key strategic operation in any organizations (Clark, 2009). When organizations fail at employee's value proposition, they face issues in the development and retention of talent (Ernst & Young, 2010). Talent management is also coined as organized way of nurturing and holding of individuals with high values towards the organization (McCartney & Worman, 2013; Lawler, 2008; Campbell & smith, 2010).

It deals with the identification and expansion of all talent like leveraging good potential for forthcoming projects (Clark, 2009; Cobb, 2007). Talent management practices that includes staff planning, talent attainment, professional change and management, retaining, it is referred as Integrated Talent Management (Fitz-enz & Davison, 2002, Cobb 2007). Talent management is also seen as an active- continuing process of systematically classifying, evaluating and evolving one's capacity for future critical roles (Heidke, 2006).

Conclusion

Human Resource Management plays a substantial role in any business operation. The efficiency and effectiveness is dependent on human resource. The growth drivers of this engine are education, educators, scholars and applicable resources. In today's scenario are the problems associated with it i.e. attrition and retention of the intellects. Attrition and retentions are the factors that must be given due weightage which could ultimately balance the turnover of any university or academic institution thus retaining the resource for organizational development. This review highlights major studies and factors responsible which would help the policy makers and leadership to frame guidelines/regulations that create a win-win situation for the organization and inflects.

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