



## Attracting and Retaining Right Talent

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### Abstract

*Retention of teaching faculty is a long felt need so that only such teachers are available in classrooms who are passionate, qualified, talented, and competent and who put into practice latest and effective teaching strategies, which may lead to acceptable level of student achievements year after year. A teaching faculty who is well trained, engaged in continuing professional development, and committed to staying in the profession of teaching will result in all students receiving appropriate teaching, guidance and grooming and will increase their achievement. The study can help in designing strategies so as to manage and retain talents for engineering institution as well as give a direction to analyze the relevant factors which are responsible for turnover and attrition of teaching faculty in engineering institution and to suggest what strategies are needed to be adopted for improving their retention.*

*Keywords: Retaining Talent, professional development, turnover and attrition of teaching faculty in engineering institution*

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### Introduction

Institute is facing a lot of problems in faculty retention these days. Hiring knowledgeable people for the job is essential for an employer, but retaining them is even more important than hiring. Retention of key faculty is critical to the long-term health and success of any private engineering institution. It is a known fact that retaining the best faculty ensures customer satisfaction, increased sales, satisfied colleagues and reporting staff, effective succession planning, and deeply embedded engineering institute knowledge and learning. Hence, failing to retain a key faculty is a costly proposition for a private engineering institution. There is no dearth of opportunities for a talented person; there are many engineering institute which are looking for such faculty. If a faculty is not satisfied he is doing, he may switch over to some other more suitable job. The top engineering institutes are on the top because they value their faculty and know how to keep them glued to the private engineering institution. For gone are the days when faculty would stick to an employer for years to get increment and promotion. Faculties today are different. They are not the ones who don't have good opportunities in hand. As soon as they feel dissatisfied with the current employer or the job, they switch over to the next one. So in today's dynamic and competitive environment it becomes very important for engineering institute to retain their faculty.

Faculty Retention involves taking measures to encourage faculty to remain in the engineering institute for the maximum period of time. Faculty retention is beneficial for the engineering institute. Engineering Institute is facing a lot of problems in faculty retention these days. Hiring knowledgeable people for the job is essential for an employer, but retention is even more important than hiring.

There is no dearth of opportunities for a talented person. Intelligent employers always realize the importance of retaining the best talent. Retaining talent has never been so important in the Indian scenario; however, things have changed in recent years. In prominent Indian metros at least, there is no dearth of opportunities for the best, or even for the second or third best.

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Retention of key faculties and treating attrition troubles has never been so important to Institution. In an intensely competitive environment where administrative officer are poaching from each other, private engineering institution can either hold on to their faculties tight or lose them to competition. For gone are the days when faculties would stick to an employer for years for want of a better choice. Now, opportunities are abound. Faculties stay and leave institution for some reasons. The reason may be personal or professional. These reasons should be understood by the employer and should be taken care of. The private engineering institution are becoming aware of these reasons and adopting many strategies for faculty retention. A strong retention strategy, therefore, becomes a powerful recruitment tool.

In order to “win the war,” professionally managed institution are appreciating the immense value of talent and richly putting resources in programmes motivating and retaining the high performing faculties. Talent has been well recognized worldwide as a core trigger of institutional performance and a strategic means of sustaining and thriving the competition.

Meaning of Excellence in Teaching: It is very difficult to define teaching excellence in one single way. It is dependent on a host of factors. The pioneer who first tried to explain the notion of scholarship of teaching was posed by Boyer (1990). As is judged in other fields, what is seen is the output of the teacher. In this connection the feedback given by the students and the colleagues is practices by some of the business schools these days and these are reasonably good parameters to measure the some aspects of teachers’ performance. Kreber further developed a model of the excellence of teaching by projecting teaching faculty as adult learners. This model showed how different combinations of factors like learning, types of knowledge, etc. i.e. instructional knowledge; Nicholls (2004) summarized how Kreber’s work explains how excellence of teaching faculty can be found by way of writing of scholarly research papers and articles, which is practiced by competent teaching faculty and can be anchored with the experience based knowledge of the teaching faculty. Some of the salient characteristics of good teaching faculty, which are available in the research literature, are mentioned here under :

(A) Conducive Student – Teaching Faculty interface: Under these aspects like how teachers interact with their students in the classrooms and outside the class rooms as well, to what extents are accessible to students in the class rooms and outside the classrooms, how they provide feedback to the students and cooperate with them, etc.

(B) Effective and Active Learning: Encouraging and nurturing students to be self-initiative and proactive and continue with the habit of self-learning all through the life and engaging students in disciplinary thinking encouraging higher-order thinking, etc.

(C) Achievable and yet high Expectations: Acknowledging student expectations and establishing balance as to what students can expect from the teacher and thereby creating a safe and at the same time learning environment and emphasizing time to be contributed towards academics.

(D) Respecting diversity of students’ talent and uniqueness in their learning methods: Demonstrating respect for students and their individuality/differences are fair and flexible and adapts and takes care of the learning needs and styles of different students having different learning styles.

(E) Effective communication skills: Demonstrating passion, enthusiasm, charisma, offering something substantive to say and knowing how to say it, raising out of box creative and important questions rather than simply replying to the students’ queries, commanding student attention and maintaining it. The teacher has to inspire/motivate students and has to be compassionate and empathetic.

(F) Passion for teaching: Passion for activities to continue developing teaching skills, inviting and accepting feedback to improve, and trying new techniques to promote learning. The above points and factors are meant to represent the broad criteria for determining teaching excellence.



## Faculty Motivation and Teaching - How are they related ?

In the words of Robbins, motivation can be defined as the readiness to put in maximum level of effort for achieving organizational goals, together with the effort's ability to satisfy some individual needs. We can safely say that motivation must be considered to be a core of all the people related policies have basic fundamental purpose of developing employees' satisfaction including his participation and involvement and how to reach significantly higher level of motivation. Robbins et said that employee's motivation can be defined as readiness to apply high level of motivation for reaching the targets or benchmarks of the company or any organization and at the same time the ability of the effort to take care of some needs of the concerned employee i.e. his individual needs. This definition depicts that motivation is the readiness and openness of employees to perform exceedingly well competently and this readiness is seen only when the employees think that their work will be resulting in their need satisfaction. Although money is one of the most important components for the employees always but it is not true that it is the money alone which can enhance the motivation of every employee. It has to be understood that there are numerous factors which are not visible i.e. engagement, feedback, etc. that are some of the primary motivators for the employees. On the lines what happens in industrial organizations, the teaching faculty in business schools and other institutions of higher learning in the field of education is one of the essential and imperative goals for the management of higher education institutions. Teaching faculty in institutions of higher learning contribute towards the success of the institutions and their goodwill amidst the students and the academic world. It will be true to say that motivation is one of the most significant contributors in teaching faculty's performance in imparting knowledge and holistic nurturing and development of the pupils as the most responsible citizens of the world so that they can achieve perfection in their domain of specialization. Porter et al did stress that teaching faculty's motivation is important for so many different reasons. Firstly the satisfaction of teachers themselves and their achievements are very significant and it is true to say that the teaching faculty must be motivated, in all probability work for educational improvements and progressive and reformist statutes especially in the higher education institutions and to say a final word it is the motivation of teaching faculty who guarantees the completion of positive changes and shift in paradigm which get started at the level of making policy on education. The authors have further laid emphasis that the happiness level of the teaching faculty is related reduced absenteeism and employee attrition.

Teachers, who take up the profession of teaching as a first timer, mostly say good bye to their jobs and even the teaching profession and the rate of such turnover is very high and the same is immensely harming both the technical institutions and student performance (Ingersoll & Smith, 2003; Howard, 2003). As an attrition of new teaching faculty, the remaining faculty is often forced to shoulder higher workloads without any compensation by way of a rise in pay.

The main reason for this lies in the fact that with the rapid mushrooming of engineering Institution on account of surging and increasing demand of professionally qualified and fully groomed people for the corporate world of the Indian economy; and abysmally low number of doctorates in all the disciplines of engineering from 'A' Grade engineering institutes are preferring to opt for career as a teaching faculty since they are aware and they understand that the compensation levels in the corporate sector are very much on the higher side and also that the corporate sector is growing very fast and therefore their growth will be at the much faster pace. In addition the shortage of teaching faculty has got further aggravated by the entry of foreign universities in India after the signing of the GATS Agreement in respect of education sector in India. This has resulted in a scenario, where all institutions of higher learning in general business management and engineering in particular are endeavoring and competing with each other in attracting and retaining the best available teaching faculty talent. While most



of the institutions of higher education are trying to make it possible to develop the required knowledge and skills among students which are essential for success in corporate world, experience shows that the management of newly coming up management institutions have failed to be just and equitable in the treatment of their teaching faculties. Teaching impacts all the students who normally are from diverse and different types of backgrounds, including from families with immense diverse cultures. There is no denying the fact that teaching also impacts the students having different levels of ability and at the same time those students with disabilities. Teaching is such a profession where the teaching faculty can provide plenty of opportunities that otherwise would have been missed by the students. Therefore teaching faculty can offer opportunities to students to change the course of future events for students who might have come to the business schools with considerable constraints and limitations such as poverty, parental and societal neglect. In the teaching profession, however, we lose big number of teaching faculty members every year and thereby putting at risk the vulnerable students and youth at risk of not availing or missing the opportunities which could have been available to them through superior education.

Turnover of teaching faculty has attracted lot of attention as many educational institutions wanted to improve results of students, emphasis on recruitment and retention of more competent and talented teaching faculty. However, managements are often stuck with the unusually and abnormally high rates of turnover among teaching faculty right in the beginning of their professional innings.

## Review Of Literature

Our primary concern in reviewing this literature was to throw light on different factors associate with employee retention practices. This review part has been an instrument in the development of a conceptual framework of this study for identifying, selecting and ultimately documenting “best practices” firms for this study. A list of retention practices that captures the main types of interventions discussed in the Review of literature are as follows:

Pit Catasouphes (2009): In this research the authors found that about 50 to 59% of the respondents (faculty who were interviewed) found their work meaningful and purposeful and felt that they had flexible work timings to attend to their personal and work needs and were satisfied with the learning and development opportunities given to them.

Rowley & Purcell (2001): The personal attributes to a considerable extent affect the employee turnover besides other factors. The following factors will impact the work family conflicts and which in turn significantly affect the employee contentment and commitment and in the ultimate analysis result into employee attrition:

- Support at job
- Industry norms
- Management of components
- Faith, commitment and employee loyalty.
- Bonding and attachment with the organization.

Other factors which have been considered to be important by the author are:

- Appreciation
  - Nature of leadership
  - Opportunity for growth
  - Training and development of skills
  - Nature of working environment.
  - Balance in working and personal life
- The above factors affect the rate of turnover in an organization.

Edwards and Mutton (2007): The authors lay emphasis on comprehensive policy on cooperative working, does not help in building parity in the involvement for developing the practices across the limits of the institutions for the betterment of the educational institutions the development of teaching faculty is of paramount importance and it is invariably practiced by all most all the educational institutions around the world. It has to be appreciated, as opined by the authors, that there is direct and very impactful influence between the development of teaching faculty and the development of students.

Manoj Kumar (2006): The author talks about the challenges being faced by technical educational institutions regarding the deficiency of talented and good teaching faculty. The



author has given some suggestions to address the issue of retention of teaching faculty in institutions of higher learning. Some of the recommendations are given as under; • Educational institutions should frame proper system and processes in respect of recruitment and selection of teachers. • After carrying out the initial process of recruitment and selection, the shortlisted candidates should be provided an opportunity to visit the site of the institute to have the real of the place and the institution. It will help the prospective candidate to take a decision regarding accepting the offer of employment.

One of the important and crucial factors to be considered by the prospective candidates while accepting the offer is how much compensation is being offered. Make the compensation package being the attractive one.

While offering the compensation package care should be taken that the package should be fair and equitable. Here fairness and equity being talked of is in respect of comparison of compensation with the existing faculty. If this point is not taken care, it may lead to bickering among the existing and new faculty on the issue of the compensation being not fair and equitable. • The teaching faculty must be provided the best possible infrastructural facilities to make them comfortable in the institute and it will impact the retention of the faculty.

Do not promise the moon to the new recruits. While making offers and commitments we need to be very realistic and reasonable. There needs to be clarity as to what can be provided and what cannot be offered.

When one comes to a new place for the first time, he/she is a stranger to that place and without any acquaintances. The institutes should try to help the new faculty settle at the new place by providing necessary facilitation. • While carrying out the recruitment and selection process care must be taken that merit is the exclusive consideration to select the candidate. If undeserving and incapable candidates are selected on other consideration, it will adversely impact the academic environment in the business school. • At the time of admission of students care needs to be taken that only the deserving students are considered. If below average students are admitted, it will lower the academic standards of the institute and adversely impact the brand image of the institute. • Other issue which is important and needs to be taken care is regarding the academic planning quite before the start of the new session. It will lead to improve the academic standards and have positive impact on the mindset of the teaching faculty. • One of the areas which is very critical and is often ignored is the research.

Teaching faculty should not be over loaded with teaching and administrative assignment leading to neglect of research work. It needs to be appreciated that for a teacher research work is one of the core part of the job. • Anything which is not measured is not performed effectively, is the common saying. Hence to enhance the performance of teachers and thereby improving their satisfaction levels a good performance appraisal system should be implemented. Of course the system must be very much transparent and KRA based. • Involvement of employees in decision making is very important for keeping them motivated and satisfied. Hence the teaching faculty should be involved in the academic decision making process.

Autonomy is another important factor which affects the retention of employees. Hence for teachers autonomy is day to working should be provided to them. • In the present day environment, it is seen that mostly both the spouses work for enhancing the family income and improving the standard of living. Therefore one of the important factors while deciding the new employment is the possibility of job at the same place or in the vicinity for the spouse. Here whatever help is possible should be extended. This will attract and retain better teaching faculty. • One of the important tools to know the feedback of the employees when they decided to leave their existing job is through conducting their exit interview. This practice should be adopted by educational institutions as well. It will help us learn from the experience of the leaving faculty and thereafter take appropriate actions to take care of the gaps. Author has given the above





suggestions based on his own understanding being himself a faculty and discussions with fellow faculties.

Kathleen M. Brown and Stanley A. Schinker (2008): The authors have dwelt upon the efforts made to reduce the rate of attrition among teaching faculty and for supporting them. The issue was identified a few years back and need was felt for taking proactive and timely actions to address this issue. But in reality what is happening is that no effective steps are being taken rather the situation is getting bad to worse.

### Research Objectives

To study the factors associated with the magnetic institution of tomorrow through Retaining best talented faculties

To suggest some viable suggestion for increasing faculty retention in engineering Institution

### Research Methodology

Research is systematic, controlled, empirical, and critical investigation of hypothetical propositions about the presumed relations among natural phenomena (Kerlinger, 2007, p. 11). It is systematic and organized effort to investigate a specific problem that needs a solution (Sekaran, 1992). It is “undertaken not only to solve a problem existing in the work setting, but also to add or contribute to the general body of knowledge in a particular area of interest to the researcher” (Wolf and Pant, 2007, p. 5).

Sample consisting of 220 respondents was selected for this study under consideration. A questionnaire was developed after a thorough review of literature and by studying various research paper and consulting the supervisor and was given to the sample of the study. The questionnaire was developed to include all the possible present factors that a revealed in the literature reviews. It included several demographic variables as well. It was a structured questionnaire in which all the questions are predefined before conducting the survey. Since it was not possible to build one-to-one rapport with all the employees, a **sample size of 220** was chosen for the study.

### Sampling Technique

Convenience Sampling will be used to collect the data.

### Sample Size

220 of respondents would be taken or research.

### Sampling Area

The sampling Area is the private engineering institute of Indore.

### Target Respondents

The target respondents are the faculties of private engineering institute of Indore

### Source Of Data

The Primary data is collected by using structured questionnaire from faculties of the private engineering institute. The Secondary data for the study is collected through articles, journals and project reports online from various websites.

### Tool For Data Collection

A self generated questionnaire will be run on respondents. The online journals and books will also be referred for the research work. The data will be collected by the following ways:

- Questionnaire.
- Through personal Interview.
- Through different publications journals and books.



## Factor Analysis

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.894
Bartlett's Test of Sphericity	Approx. Chi-Square	1011.034
	Df	865
	Sig.	.000

S.No	Factors	Eigen Value	% Of Variance	Cumulative %
1	HR Policy	10.475	32.454	32.454
2	Career Growth And Performance	4.001	9.879	42.333
3	Work Culture	3.868	9.552	51.885
4	Location	3.440	6.870	58.755
5	Job Security	1.747	6.559	65.314
6	Leadership	1.379	4.871	70.185

### Finding And Discussions

Factor 1 namely HR Policy is significantly loaded by six variables and having variance of 32.454% comprised of variables like compensation and benefits, perks, pay and benefits, appointment as per rule, level of satisfaction and job satisfaction.

Factor 2 namely Career Growth and Performance is significantly loaded by five variables and having variance of 9.879% comprised of variables like constructive feedback, aspiration are fulfilled, promotion, Career advancement and Team work.

Factor 3 namely Work Culture is significantly loaded by four variables and having variance of 9.552% comprised of variables like work culture, monotonous work, surrounding and commuting to hometown.

Factor 4 namely location is significantly loaded by two variables and having variance of 6.870% comprised of variables like geographical location and fair leave & vacation policy.

Factor 5 namely job security is significantly loaded by three variables and having variance of 6.559% comprised of variables like sense of security, work environment and performance appraisal.

Factor 6 namely leadership is significantly loaded by four variables and having variance of 4.871% comprised of variables like leader is cooperative, values suggestion, suggest for work improvement and duties and responsibility assigned fairly.

HR Policy is the major factor among all .Major reason of turnover in private engineering institute is compensation and other benefits so institute should take care of that and frame HR policy which is beneficial for faculties and encourage them to perform their duties well and motivate them to retain. In our study male percentage is greater than female .Maximum and faculties belong to 30-35 years. In our study maximum faculties are married. Around 52% of faculties are agreed that duties and responsibility assign fairly. 50% faculties agree with that head value their suggestions. 48% faculties agree with the feedback given by Hod.

### Conclusion

Any professional has aspiration to grow professional. This expectation warrants from the organizations to devise a promotion and career growth policy for their faculties and share the same with them. It will remove the uncertainty and ambiguity from the minds of the faculties regarding their career and chances of their growth in the institution. Surprisingly most of the engineering institution have not framed the promotion policy for teaching faculty and/or if framed have not shared and communicated with them. If engineering institution have good promotion policy to take care the career aspirations of their talented and competent faculty, it will help in

