



## A Study on Trends and Issues of Faculty Turnover in Education Sector with Special Reference to Commerce Institutes in Indore

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### Abstract

*Purpose of this research is to study the current trends, issues and reasons of Faculty Turnover in Education Sector. A study of this kind would highlight the dimensions, which can be used to upgrade the level of job satisfaction, Institution H.R policies and can help in controlling the Faculty turnover rate in Education Sector. This may also help in retaining their talented Faculties within the Institution and prevent them leaving and going to work for other Institution. The present study aimed at identifying certain variables related to Faculty Turnover in Education sector with special reference to the Commerce and Management Institutes. Study determines the effect of Faculty Turnover with Impact of gender, experience, age wise difference, marital status, Institutional climate, and informal relation within Institution etc. population of the study was Faculty member's i.e. Professors, Associate Professors and Assistant Professor available in the Commerce in Indore. Around One hundred seventy males and females Faculty members responded to the Researcher's Survey feedback. Instrument used for data collection was Structured Questionnaire. The demographic, Institutional, personal attitude and behavioral portion of the Instrument was developed by the Researcher to sort out the information related to these factors. The major findings of the study revealed that gender- wise, experience- wise, age- wise differences, marital status, Institutional climate, working in uni-sex, informal relation within Institution, attitude and behavior have a significant impact on Faculty Turnover Rate.*

**Keywords :** Faculty Retention, Faculty Turnover Rate.

### Introduction

Faculty turnover is a ratio comparison of the number of Faculties an Institution must replace in a given time period to the average number of total Faculties. A huge concern to most institutions, Faculty turnover is a costly expense especially in lower paying job roles, for which the Faculty turnover rate is highest. Many factors play a role in the Faculty turnover rate of any institution, and these can stem from both the Management and the Faculties. Wages, institution benefits, Faculty attendance, and job performance are all factors that play a significant role in Faculty turnover. Faculty Turnover has been one of the important issue and problem for the H.R Practitioners and Institution. The purpose of H.R Manager is to select the talented and competitive Faculty for an Institution and also to retain that talented workforce for a long extent. Institutions do a lot of effort to make their Faculty happy at workplace, so that the Faculty works effectively and efficiently for

an Institution. But still the Faculty leaves the Institution and joins the new one. It is found that the causes of Faculty Turnover fall under three categories: Job Dissatisfaction, Errors in Faculty Selection and Poor Management. Researcher found that the most common cause of turnover is job satisfaction. Turnover is often utilized as the indicator of institution performance and can easily be observed negatively towards the Institution's efficiency and effectiveness. It is found that the new Faculties often bring positive input into the institution if the turnover is handled correctly. It introduces what is called a simple solution to the turnover problem, that being to pay Faculties more than the competition. On the other hand it is found that Faculties blame work and thus become dissatisfied with their jobs as part of the inter role conflict caused by the combined responsibilities of work, family, community and personal. Research Surveys offer ideas on how to correct and prevent Faculty turnover. Some of the



recommendation includes the institution of exit interview and other methods of finding the reasons for people leaving the institution. In Research it is agreed that properly selecting Faculties is in fact a huge aspect of Faculty turnover. An Adequate orientation and training program is necessary in order to well- equip personnel with the proper knowledge and skills necessary to do accomplish the job efficiently and effectively.

### Significance of the Study

The prospect of getting higher pay scale elsewhere is one of the most common contributors to turnover. This can be observed at all levels of the economic ladder, from regular faculties and generously paid experienced professional faculties in high-stress positions to new joinees in relatively undemanding jobs. However, there is evidence that money is often not the root cause of turnover, even when it is a factor in an Faculty's decision to quit. Rather, it is believed that high turnover persists in certain jobs and Institutions because they have an atmosphere in which Faculties look for reasons to leave, and money is a convenient and sometimes compelling justification. Turnover tends to be higher in Institutions where Faculties feel they are taken advantage of, where they feel undervalued or ignored, and where they feel helpless or unimportant. Clearly, if Management is impersonal, logical, and demanding, there is greater risk of disaffection and turnover. High turnover can be a serious obstacle to productivity, quality, and profitability at Institutions of all sizes. For the smallest of Institutions, a high turnover rate can mean that simply having enough staff to fulfill daily functions is a challenge, even beyond the consideration of how well the work is done when staff is available. Turnover is no less a problem for major Institutions, which often spend money in a year on turnover-related costs.

### Research Objectives

The purpose of this study is to undertake an empirical approach to investigate the

potential relationship between the working satisfaction structure and the Institution Faculty turnover.

The primary objectives were defined as following:

1. To investigate what are the causes for the high Faculty turnover in the Commerce Institutions.
2. To study how to reduce turnover and increase Faculty Retention in the Commerce Institutions.

### Limitations Of The Study

1. The present study was delimited to the Indore city only.
2. This study was restricted only to Commerce Institutions only.

### Research Methodology

This research adopted a questionnaire approach through online survey method, by collecting data from current Faculties in Commerce Institutions, Indore. The questions include items pertaining to the respondent's personal information (5 items), respondent's Faculty tenure in the institution (2 items), respondent's opinion about Faculty loyalty (3 items) and Faculty satisfaction (2 items). Other questions asked the respondents to evaluate their level of importance of Faculty characteristics (2 items) and their perceived understanding of these characteristics (5 items). To predict retention, respondents were also asked to indicate their level of satisfaction with their current Institution, the effectiveness of institution to remain good Faculty, their likelihood to find another job and their confidence. The last set of questions asked respondents to assess employment features that would cause dissatisfaction. The study introduces Faculty's working satisfaction and external, internal encouragement of male and female (170 respondents). The reason that Faculty turnover in the institution is to be found based on the analysis of these research. The respondents of this research were Faculties of Commerce Institutions. The questionnaires were sent through emails and distributed amongst Management of the colleges. A total of 200



questionnaires were distributed. The participants returned 170 questionnaires to yield a response rate of 85%. In the research it is not only important to know how the people feel about a specific aspect or if the score is high or low, but also how important the aspects is for them.

The importance of an aspect for the people can be measured with two different methods:

The direct method (asking with every question in the questionnaire how important this is for them) and the indirect method, which is a statistical method (correlation analysis).

The Faculty satisfaction research consists of three phases as following:

(1) **Preparation:** Many aspects have to be taken into account during preparation. To get valuable and reliable results, certain level of response is needed. One factor that influences the response is the secrecy. The secrecy of the Faculties must be guaranteed in the questionnaire.

(2) **Implementation:** This phase consists of the way of distributing the questionnaires and the reporting of the results. Differences between the personal backgrounds and the Institution and the result areas are made by analyzing the results to get more precise information.

(3) **Follow-up:** After the results are analyzed you know how satisfied the Faculties are with the process of continually improving and changing begins.

### Population of The Study

In this study the population consisted of the faculty members working in Commerce Institutes. Faculty members working in public or private Commerce Institutes were considered as elements of population for the study. The questionnaire was distributed among the faculty members but researcher got response from 170 members. 100% population was taken as sample but turnover was 85%. Sample size is one of the major concerns for research methodology. A general rule for researcher is to draw a sample of cases as few as they must and as

many as they can but particularly for survey data sample of around 200 cases usually give 100 sufficient scope for analysis. However, mere size of the selection of sample is important. Therefore, the researcher practiced utmost care while determining the sample size drawn for the available population.

### Data Analysis and Discussion

The outcome of the statistical analysis of the questionnaire which is for further research of job satisfaction, and those data provide more detail information of some reasons and facts of Faculty turnover. By analyzing those aspects and reasons, this part will connect the facts with the academic theory before-mentioned and find out the practical actions for Commerce Colleges on this problem. By analyzing those factors of impact on job satisfaction, it will show to the colleges, that the management should treat Faculties with different methods in order to attract them in the Institution. And the motivation will be varied with specific circumstances. The questionnaires were distributed through management of Commerce colleges. A total of 200 questionnaires were distributed. The participants returned 170 questionnaires to yield a response rate of 85 %. Because the respondents need not to sign their names in the paper, so in my opinion the questionnaires is mainly their actual own ideas about their job.

In the following I will present some data. The structure of age, gender, marital status and educational background of the respondents. From the respondents participating in the study represented the age groups which between 18 – 48 years old and had a median of 28 – 38 years. There was nobody under 18 or elder than 48. The most prevailing age groups represented in the sample were: between 18 – 28 years (47.5%), between 28 – 38 years (30%), between 38 – 48 years (22.5%). A large proportion of the respondents were single (52.5%) and the rest were married (45%). Only one person was divorced (2.5%). The gender distribution between males and



females is 40% and 45%. Some turnover is demographic specific, particularly for women who are balancing work and family duties at the same time. Such women (or men) may choose to leave an Institution instead of sacrificing their other interests and responsibilities in order to make the job work out. Retirement of experienced Faculties can cause high rates of turnover and extreme loss in productivity, particularly in industries where there is little competition. Work stress related to particular types of jobs can also cause turnover.

#### Reason for Faculty Turnover

1. **The economy** - in exit interviews one of the most common reasons given for leaving is the availability of higher paying jobs. Some minimum salaried faculties report leaving one job for another that pays only 75 rupees an hour more. Obviously, in a better economy the availability of alternative jobs plays a role in turnover, but this tends to be overstated in exit interviews.

2. **The performance of the Institution** - an Institution perceived to be in economic difficulty will also raise the vision of future layoffs. Faculties believe that it is rational to seek other employment.

3. **The Institutional culture** - It is sufficient to note here that the reward system, the strength of leadership, the ability of the Institutions to bring forth a sense of commitment on the part of faculties and its development of a sense of shared goals, among other factors will influence such indices of job satisfaction as turnover intentions and turnover rate.

4. **The characteristics of the job** - some jobs are essentially more attractive than others. A job's attractiveness will be affected by many characteristics, including its repetitiveness, challenge, danger, perceived importance, and capacity to obtain a sense of accomplishment. A job's status is also important, as are many other factors.

5. **Unrealistic expectations** - Another factor is the unrealistic expectations and general lack of knowledge that many job applicants has about the job at the time that they

receive an offer. When these unrealistic expectations are not realized, the faculty becomes disappointed and decides to quit.

6. **Demographics** - empirical studies have demonstrated that turnover is associated in particular situations with demographic and biographical characteristics of faculties. But to use lifestyle factors (e.g. Expensive Mobile, Car) or past employment history (e.g. many job changes) as an precise basis for screening applicants, it is important for legality and fairness to job applicants to verify such bio data empirically.

7. **The person** - In addition to the factors listed above, there are also factors specific to the individual that can influence turnover rates. These include both personal and trait-based factors. Personal factors include things such as changes in family situation, a desire to learn a new skill or trade, or an unwanted job offer. In addition to these personal factors, there are also trait-based or personality features that are associated with turnover. These traits are some of the same characteristics that predict job performance and counter productive behaviors such as loafing, absenteeism, theft, substance abuse on the job, and damage of Management's equipment or production. These traits can be measured and used in Faculty screening to identify individuals showing lower probability of turnover.

8. Other Reasons are :-

- a) Time schedule of work
- b) Salary package.
- c) Growth and development of Faculty's career.
- d) Improper HR practices.
- e) Compensation
- f) Gap between Faculty expectation and job role.
- g) Relation between Peer group.
- h) Communication and co-ordination between immediate H.O.D, Faculty's and Management.

#### Findings

The demographic factors in the study reveals that the major respondents are male



45%, the maximum respondents belong to the age group 20-30 years i.e., 35%, and the majority of respondents experience is above 5 years and the monthly income earned by majority of respondents belongs to above 20,000 and the majority of the respondents qualification belongs to Post-graduate and Ph.D.

The comparison between the working condition of Faculties' in the Institution and the work load of Faculties reveals that is not significant to each other. Hence the work load and working condition does not coincide.

The relationship between training program provided to Faculties and the reasons for leaving the Institution by Faculties analyzed reveals that both has an equal variation.

More than three fourth (64%) of the respondents think that highest possible turnover by age groups 26-30, followed by 31-35 age group.

Almost 53% of the respondents believe that highest sources of turnover are by position/jobs followed by age groups.

More than half (51%) of the participants think that the financial incentives are used significantly in their Colleges to fight turnover.

Around 45 percent of the respondents believe that the non-financial incentives are used significantly in their Colleges to fight turnover.

45 percent of the respondents think that Faculties leave due to insufficiently attractive salaries in their Colleges.

About 46 percent of the participants believe that Faculties leave due to reasons outside managerial/Institutional control. (e.g. seasonal unemployment).

About three quarter of the respondents think that Faculties leave due to more attractive salaries in competing Colleges.

43 percent of the respondents think that the existing measures taken to counter turnover have proven insufficient.

More than half (57%) of the respondents think that significant proportion of Faculties

are constantly on the lookout to leave the Colleges for better prospects elsewhere.

Just over half (52%) of the respondents believe that turnover is a serious concern for their College's management.

About 57 percent of the survey respondents think that having portable / flexible benefits is important to my College Faculty Retention Efforts.

### Suggestions

Create a rotational schedule for roles with sets of tasks that cycle 2 or 3 times a year.

Encourage Faculty pride by offering innovative programs that demonstrate that they are important to the success of the institution.

Demonstrate respect for Faculties at all times.

At the same time, don't neglect to hire people with the inherent talent, ability, and smarts to work in almost any position even if you don't currently have the "best" match available. Hire the smartest people you can find to reduce Faculty turnover.

### Conclusion

The Researcher has attempted to study some of the factors which may be the possible reasons for an Faculty to leave the Institution. This research will help the Institution to make the necessary measures to retain the Faculties. This will certainly bring down the causes for Faculty turnover and helps the management to reduce the Faculty turnover level. To reduce the Faculty turnover rate the colleges have to concentrate more on working condition and Safety measures. So it leads the Institution to Retain their Faculties.

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