



CAUSES FOR FACULTY TURNOVER IN HIGHER EDUCATION INSTITUTIONS -

AN OBSERVATION

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Abstract

A lot of research has been conducted on determining the causes and effect of employee turnover in corporate world but very little research has been conducted in the higher education institutions. This paper examines the causes for faculty turnover, effects of faculty turnover on institutions and also suggests some strategies on how to minimize faculty turnover in higher education institutions.

Keywords: Faculty Turnover, Retention, Higher Education Institutions and Faculty Commitment.

INTRODUCTION

Today, more than ever before in human history the wealth or poverty of nations depends on the quality of higher education. Quality of higher education has become a benchmark for the success of a nation. Because a well-educated and well-trained population could propel a nation towards rapid economic growth. Countries like Japan, Korea and Singapore despite of lack of natural resources, but still huge investment in higher education have made rapid economic progress and are counted in the best ranking education countries. On the other hand, countries such as Nigeria or Congo despite enormous natural resources are poor and backward, because of high rate of illiteracy and lack of skilled workforce. Education system needs to be global. 'World Class Education' involves a globally accepted high standard of education. Every country needs an increasing number of highly educated people and skilled professionals in order to integrate into the globalization process. The central & state government must provide opportunities for higher education to create human capital that meets global standards.

Though India is third largest in higher education system in the world but still the quality of education that has been imparted is not much encouraging. One of the reason can be ineffective faculty. Ineffectiveness of faculty may be due to varied reasons, one among can be improper management of human resource. It is an acknowledged fact that the utmost asset of any institution is its Human Resources (HRs). These resources perform a pivotal role in achieving the institutional goals. The institution's administration cannot achieve the desired goals without the proper utilization of HRs. For this purpose, the administration needs to manage these resources effectively and efficiently. The activities done by the administration to manage (attract, select, train, motivate and retain) their employees are called Human Resource Management Practices (HRMP's).

The better the employees perform, the more successful the institution is. If an institution does not focus on its human resource management, not only the goals remain unaccomplished but work performance also suffers. Therefore, administration must take its human resource management responsibilities seriously for the enhancement of their employees' performance and accomplishment of institutional goals.

In this competitive world, educational administration should attract and select faculty who are the most competent and skilled in their relevant fields. They should hone their skills through proper training and development, appraise their performance by using some standardised appraising tools, motivate them by appropriate compensation and benefits, and provide them a conducive and secured working environment. Thus, the indispensable issue for today's administrators is how to manage/organize their HR's effectively and efficiently for the betterment of their institutions/organizations.



REVIEW OF LITERATURE

Even after the world wide realization that HR's forms the critical asset for an institutional effectiveness, the same mind-set did not hold well to the Indian HEI's. Since independence, unfortunately Indian HEI's have not yet a decisive policy regarding Human Resource Management (HRM) which could dramatically improve the prevailing situation. That's why HEI's have not been able to accomplish their institutional objectives and enhance their faculty performance which is required in this competitive world.

Human Resource unarguably is one of the most valuable asset of any Organization and more so, for the Educational Institutes because they operate on the human intellectual capital. It is therefore penultimate to retain this educated committed and experienced staff in order to be able to maintain the knowledge Inventory and decrease the costs of Re-recruitment, selection, orientation, training and development on new staff. Being able to retain the staff will also ensure knowledge continuity, committed decision making and smooth and coordinated work flow. Indeed there is a paradigm shift from human resource to human capital which consists of the knowledge, skills and abilities of the people employed in organization which is indicative of their value (Armstrong, 2009). When employees leave their jobs, it is often a sign that something is going wrong. According to Zhou et al, (2004)

In addition to the cost considerations in times of high attrition the Institutes have to face other problems too. They have to re-plan or re arrange the course offerings in case the faculty of a certain subject is unavailable, they might have to reschedule the timetable, the gaps in departments may cause student planning discontinuities. All these issues together have a huge impact on the quality of education being delivered and ultimately in the long run a negative effect on the image of the institute.

Tetty (2006) argues that while individuals who move to other organizations may contribute to the specific activities of that organization, their departure from academia means that the synergies that come with a group of academics working together is diminished, and the impact and scope of knowledge production and dissemination is lessened.

Although, there is no standard framework for understanding the employees turnover process as whole, a wide range of factors have been found useful in interpreting employee turnover Kevin et al. (2004).

The compounded problem may ultimately be the undoing of an Educational Institution, therefore it is important to understand the employee turnover more urgently, the sources- that cause the employee turnover intention, effects and strategies that educational Institutes can use to minimize attrition. With globalization catching up in the field of education the competition has steepened considerably, Educational Institutes must continue to provide services which are based on strategies created by employees. These employees are extremely crucial to the organisation since their value to the Institute is essentially intangible and not easily replicated Meaghan et al. (2002). Therefore, Institutes must recognize the employees as major contributors to the efficient achievement of the organization's success et al. (2000). Managers should control employee turnover for the benefit of the organisation success.

This problem is not confined to Indian Educational Institutes; It also prevails in United States, Canada and Australia.

OBJECTIVE

1. To identify the causes for faculty turnover
2. To determine effect of faculty turnover on institutions
3. To suggest remedies to reduce faculty turnover



CAUSES FOR FACULTY TURNOVER

Gillespie (2001) reported causes for faculty turnover is due Insufficient funding and resources, Work overload, Poor management practices, Job insecurity, Insufficient recognition and reward, The role erosion, Role overload, Resource inadequacy and Role ambiguity.

EFFECT OF FACULTY TURNOVER IN HIGHER EDUCATION INSTITUTIONS

Frequently breaking faculty continuity involves high costs in training new staff. Institutional productivity is also one of the challenges that arise as a consequence of turnover. In case of higher educational institutions, the cost of employees' turnover is higher as human resources with knowledge and competences are the key assets and it affects the academic and research activities of the Institutions. Effect of Quitting by the faculty in the mid of semester, is very difficult for the Institution to arrange the substitute and student to adjust/accept new faculty in the mid of course.

In India in the past year (2012) lot of new developments took place in the education sector. The University Grants Commission (UGC) decided to give more autonomy to state universities in appointing the Vice Chancellors. To bring transparency, All India Council for Technical Education (AICTE) came up with an email service for people to lodge complaints against institutions. On the other hand, the sector also witnessed several controversies related to various education bodies like UGC, AICTE, imbroglio between teachers and Delhi University, student violence in Osmania University. The second half of the year also saw major change at the policy level with Cabinet reshuffle. Cabinet and State Ministers in the Union Ministry of Human Resource Development were changed. Keeping in mind all of this and coupled with the ever increasing attrition rate of skilled and experienced faculty members Indian educational Institutes are facing a major problem.

High teacher turnover rates lead to decreased performance and decreased consistency across a variety of indicators, including student achievement. Disruption of a program's continuity and planning, decreased student learning as measured by standardized tests, and increased costs to Institute districts related to recruiting and hiring teachers. Student achievement also decreases when there is a shortage of qualified teachers to fill vacant positions, a problem caused at least in part by teacher turnover. High levels of turnover can also signal larger, systemic problems in the Institute community, High turnover diminishes the sense of community, continuity, and coherence that is the hallmark of strong Institutes.

Our inability to sustain strong learning communities in high turnover Institutes also undercuts our ability to implement Institutional reforms. No price tag has yet been placed on this loss, but a substantial investment in teacher training and Institutional reform implementation is often lost to high rates of teacher turnover. We never really build our capacity to sustain Institutional improvements because the teachers we train leave before the reform can become established practice in the Institute. Despite their dreams and best aspirations, the teachers in these Institutes too often lack the leadership and the collegial opportunities they need to develop a strong professional community that could support their efforts to improve student achievement.

The most serious consequence, of course, is that high turnover diminishes teaching quality and student achievement. Inexperienced teachers (those with less than two to three years of experience) are often found to be noticeably less effective than more senior teachers. In addition, concentrations of under- prepared teachers create a drain on Institutes' financial as well as human resources. New teachers thrown into Institutes with high turnover and limited opportunities for mentoring by accomplished teachers often feel helpless and lost.

Institutes with high turnover must continually pour money into recruitment efforts and professional support for new teachers, many of them untrained, without reaping student achievement dividends from these investments. Other teachers, including the few who could serve as mentors, are stretched thin and feel overburdened by the needs of their colleagues as well as their students. Instead of using funds for needed Institutes improvements, monies are spent re-teaching the basics each year to new teachers who come in with few tools and leave before they become skilled. Teachers who benefit from the staff-development investments of low-



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performing Institutes often end up leaving the profession or moving on to more desirable teaching positions in other communities.

STRATEGIES REDUCING FACULTY TURNOVER

We must invest strategically in the quality of our faculty. To do this successfully, we need to attract the very best faculty. Doing so will be our best course for ensuring the quality of the student experience inside and outside of the classroom, as well as assuring excellence in research, teaching, and public service.

- Provide a work environment that is comparable and competitive with its peers, in terms of compensation (salary and benefits), workload (research, teaching, and service), and career development/support (start up/pilot funds, training, core equipment, mentoring).
- Continue to recruit and hire faculty who have the potential to achieve the goals assigned to them, ensure that they fully understand those goals, and provide an environment in which they can achieve those goals.
- Ensure the best fit possible between the expectations, personal needs and values of the faculty member, his/her family.
- Develop methods, for individual academic units and for the institution as a whole, that measure faculty retention rates, reasons for faculty departures, and the extent to which those factors are affecting faculty members, as well as provide recommendations for correcting problems that arise.
- Recruit to retain
- Cultivate faculty growth & recognition
- Enrich mentoring & peer review
- Start faculty development initiative and
- Increase faculty alumni engagement

CONCLUSION

The higher education system of India has passed from various difficult situations in the post Indian independence period, but still the Indian education system has progressed well. There are several improvements in Indian education system from various perspectives. The authorities involved in the management of higher education system in India like UGC, AICTE, QCI, DEC, BCI have made serious efforts to improve the quality education in India and also to match Indian education system with the international norms. Effective implementation of HR practices is the need of hour leading to faculty commitment, which will help in attaining excellence which also guarantees the survival of institution in a highly competitive world. The future of our economic system and our nation is directly coupled to our ability as a nation to establish and keep a high quality higher education system.