



A STUDY ON MEASURES TO ABSORB AND MANAGE TALENTED FACULTY IN HIGHER EDUCATION

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ABSTRACT

At present, the most obvious issue before the technical education institutes in India is the shortage of experienced faculty members. This has given rise to stiff competition among the technical institutions in retaining and attracting the talented academics in this field by any means. This is essential for the institutes to design a strategy to make their strong presence in such competition and keep or attract the academicians as much as possible. In this paper, we would discuss some really effective strategies that help the institutions to attract and retain the best available faculty members in this sector. For an effective faculty retention and selection, strategy emphasis should be given on the factors like salaries, fringe benefits, professional environment, key resources required for conducting classes and research, employment for eligible partners or other family members, etc.

The aim of this study was to look at the hidden factors that can be effectively used for retaining and attracting talented faculty in the higher education.

This study dwells dip into the causes behind such high attrition rate of employees in higher education in India. It also spots the weaker parts of employee retention policy in higher education and remedial solutions for the same. So, the essential aim is talent management and talent development. On the basis of this research work, the private sector colleges can understand the reason behind the high attrition rate in faculty, why the existing faculty members cannot assimilate with the existing environment, and what could be done to come out of this situation? The research outcomes seem to clarify the fact that there are many processes whereby private colleges could attract and retain the faculty in higher numbers by clarifying the mission and vision of the college.

KEYWORDS: Faculty issues, higher education, private institutions, talent, talent pool, attrition, potential and skills

I. INTRODUCTION

Like other sectors, higher education also possesses internal and external stakeholders. Here, the internal stakeholders are students, faculty, administrative staffs, higher management, etc. while the external stakeholders are parents, suppliers, higher education ministry, etc. There was a time; the stakeholders were primarily concerned about the location of the institute, the demand for the programs, and fee structures of the programs. But the primary issue in the current context is the facility provided to the students, faculty strength, location, market demand of the students after the completion of a program, etc. The purpose of the paper is to investigate the factors that could add to the effective retention strategy so we will not focus on the other factors. The talented and experienced faculty is always an asset for any higher education institute. It

is really important for the higher education institutes to attract and retain quality faculty. Low talent retention rate in this matter or the higher attrition rate has a great many consequences. It has monetary consequences that include lower or lost return on an existing investment [1]. The cost of recruitment for replacing an employee is always very high in comparison to the cost of retaining the same employee. According to American Management Association, the cost of replacing an employee is almost 30% of the annual salary of the same employee. It is evident in higher education that the quality faculty has been moving from one institute to another in search of better pay package or better facilities while the same faculty is removed by the administration of an institute for any reason whatsoever. It is indeed a major challenge for the administration to find ways to detect unwanted or



incompetent faculty rather quality faculty [2]. The paper has looked into this matter seriously and suggested some ways to retail talent pool by properly understanding the potential and skill of the faculty members.

Section 2 of the paper explains proposed methodologies with illustrations and section 3 concludes the paper with some useful recommendations. In the globalized economy, the quality of technical and higher education in India has been gaining high priority. There is a huge requirement for qualified professionals in this sector. The quality of future professionals largely depends on what the present-day students in technical or higher education have been gaining from their faculty. Present literature in this field has found the importance of quality faculty in higher education [3].

Research on various academic qualities that are important for the popularity of an institute in higher education assumes the students as the customer. So, the satisfaction of the customers has been investigated through various models. The I-S Model or Importance-Satisfaction Model shows the quality improvement in terms satisfaction. In addition, the model on customer supply in higher education proposed by Bailey (2002) is also relevant in the present research context [4]. The I-S Model assumes faculty as the customer in the education sector. It is also claimed that for a clear distinction of quality education, the beneficiaries of the whole system are to be clearly defined. Like in any business, in higher education also there are internal and external customers.

It is obvious that an institution with a quality talent pool develops a strong reputation in the market as a coveted place to work. So, in higher education, it is necessary for the management to deploy the best possible faculty who can effectively articulate the mission and vision of the institution through their performance. Faculty members are considered as the internal customers of an institute or university. They are capable to develop an attractive internal environment of that institute or university. But, in order to make them eligible for developing an attractive internal environment, they have to be given priority. So, the faculty issues are to be understood clearly in order to develop an effective strategy for sustaining a quality leadership and environment in an institution [5].

It is truly said that a nation is built on its educational institutions. The infrastructure of an educational institution like the faculty, classrooms, library, laboratory, playground, etc. have a great significance in developing talents for the nation. For a political, economic, and social transformation of a nation, the education institutes play a vital role. At the same time, the educational institutes bear a great responsibility in developing responsibility, dynamism, intellectuality, and creativity that can

drive a nation towards greater economic, political, and societal levels. For all these the teachers have to bear a great responsibility, they should be the architect of the whole process. So, the role of the teachers is too significant for a nation [6].

The retention of faculty or teachers in the existing educational system especially in the private institutions is necessary for the effective use of the resources that the institutions could provide to the students. It will, in turn, deliver maximum service to the society by developing a strong pool of human resource for the nation.

Several findings and research-based studies, especially in the management institutes reveal that the higher education industry is in terrible talent crisis as a whole. If immediate remedial action is not taken, the present condition can snowball into a larger academic crisis [7]. The institutes still come out with the effective remedial measures. However, they have realized the gravity of the issue and how these academic issues can shake their very existence. They are accepting the fact that the academic talent development is a priority task that should be addressed at the earliest [8].

Even in the USA, a similar problem occurred in the latter half of 20th century when there was a remarkable decrease in the number of student admissions in the 1970s and 1980s. There was a severe shortage of faculty members in various management institutes in most of the well-known educational hubs of the country. As per the statistics available from a survey conducted by the UN, the population in India will grow to 1.5 billion by 2030 which will be the highest in the world. From the human resource perspective, India will be the highest supplier of human talent for global positioning and economic growth of the world as a whole. With the rapid proliferation of IT, the importance of human resource has also been increasing. Accuracy in operation in both manufacturing and service sector is highly expected. So, the growth of human resource for India is utterly significant. On the other hand, growth is ensured if the human resource is well acquainted in the respective areas that are important for the specific growth of the organizations. In any sector, the availability of future talent depends on the present education system [9]. Without a proper degree, no one can land to a good job even after two decades of education. From a business perspective, the effectiveness of a teacher is measured in their capability to transforming a novice student (a product) into a skilled profession (finished well). So, no institute will be able to produce an efficient future professional if the teachers are not capable enough. What would happen if faculties have a doubt over their own growth and opportunity? Professionals are working in the current organization out of tension that losing a job may not fetch another job instantly or the career growth will be stopped. These issues



lead to higher employee turnover because of most of the educational institutes, especially private institutions are business-centric no people-centric. For the same reason, very small percentage of students opt academic career later. They never give any priority to that job opportunity. Even those who chose this profession do so out of helplessness – they either don't get a suitable opportunity in other industries or for some other reason, they are bound to stay in this sector like out of family pressure or not willing to move out of hometown, etc [10].

It is true that teaching was never a deserving profession in India. Most of the teachers perform their “duties” as a routine work; thereby do not show any interest in career development. Very few teachers ever show passion and commitment in their job which is important for having a quality output (students) for the nation as a whole. One prime reason for such stubbornness among the teachers is the neglected HR issues that are mounting over the years. Such neglected issue could be traced in every educational system right from KG to PG.

This paper examines hidden factors that can be effectively used for retaining and attracting talented faculty in the higher education.

II. LITERATURE REVIEW

According to Bogdanowicz and Bailey (2002), the recruitment and retention of teaching staffs should be given utmost importance in any educational system [4]. This is important for keeping an unhindered flow of human resource in this sector and also for developing a compact succession planning for every institute. If a faculty member leaves the job in mid-session, others can quickly adjust the absence and continue with the regular classes if the succession planning is strong. The task is easier for the existing and experienced faculty but for a new recruit, it is not possible to keep up with the pace. In Western countries, it is often seen that a sufficient number of experienced teachers are always ready to replace a sudden absence of one or more teachers.

In a survey, it is found that in the USA more than 60% of the students who are interested in teaching profession actually go to teaching after graduation. More or less, 40% teachers leave the teaching profession within the first three years. However, in several European countries like France, Germany, and Portugal teacher retention rate is quite impressive.

According to Giacometti (2005), present higher education scenario is quite different from the yesteryears [9]. The system was functional with government subsidy, strong government vigilance, heavily protected work practice and working environment, collegiality, etc. These factors are no more in view. Instead, stiff competition among the institutes to retain the talented faculty, quick access

to talent pool or the job market, street-smart indecisive students, e-commerce, quality checking by the parents, instant reviews in media are deciding factors in higher level institutes across the globe. Several initiatives are taken by the higher education department as also by the institutes in understanding the present demand and target of the present generation of prospective faculty members.

According to Murnane et al (1991), it is need of the hour to understand the major influencers that are driving the higher education institutes to re-evaluate their present HR practices [14].

In an extremely decentralized form of higher education, it is not possible to come to a common research target by the concerned institutes. The education system as a whole in India needs to have a clear picture regarding the effective teaching policy and its channels of implementation. If these are not clear, the existing discrepancies in the system will not be cleared in coming future. A comprehensive and lucid framework of teaching policy at the national level is required for a drastic change in the current practices. As the education system is mostly controlled by the central government, any strategy in recruitment and retention process implemented by the centralized mechanism could be more effective than individual efforts.

According to Sifuna (1998), a lengthy hiring process is harmful to this sector. In such situation, most of the candidates change their decision and look for more attractive jobs in other industries [16]. The researchers found that in some reputed institutes in New York, application for the job vacancies received 5-7 times more than the number of vacancies advertised. However, when the recruitment process started after a few months, most of the applicants refused to appear in the interview process. It was just due to a lengthy recruitment process.

So, it is necessary to understand the prime factors behind demand-supply of quality faculty in higher education. The factors can be the student-teacher ratio, turnover rate, retention rate, enrolment of students, etc. Though relevant in India, the student-teacher ratio is no more a factor in the Western nations.

According to Kwenin (2013), today's budding professionals need to be motivated to come to the teaching profession in greater number [10]. They should be given proper facility, infrastructure, and scope to grow. If their personal and professional needs are well-satisfied, there will be no dearth of faculty in higher and technical education.

Aspiration is regarded as the core accomplishment of HR administration customs because each of such projects and cultures takes a basic motive which covers engagement and contentment in work from the staff point of view and to get peak standard of task inspiration.



As per Akila (2012), the aspiration and encouragement of a staff is the interest of showing the significant amount of will and enthusiasm for achieving institutional objectives, with individual satisfaction as well [1]. From this description, it's understood that motivational aspect of a staff comes from the enthusiasm to complete an assignment properly. This sense of self-interest takes birth from the belief that their endeavors will give them personal contentment. However, the financial aspect is an impactful aspect at all steps, yet it's not the only aspect to magnify the sense of interest and enthusiasm among staffs. Certain factors like an empowered staff, identification, and appreciation are crucial in this regard to encourage them for better performance as said by Manhertz (2008). Quite similar to every institution, coach or professor's boost and encouragement in higher education organizations are one of the vital parts of the organizational administration and they are the pillar of success by infusing good intention and willpower among the pupils and preparing the learners to become universal residents by subjugating and grasping at their particular subjects.

Kwenin (2013) focused that there are several causes when it comes to the vitality of a coach's inspiration [10]. Moreover, they need to be self-satisfied with achievements, so a willful coach or professor is important for working on academic reforms and advancements in terms of laws and norms in the sphere of higher education. He can complete the educational reforms which are born at the ground level of law-making standard. Moreover, the coach or professor's self-contentment is necessary to curb the organizational turnover and rate of absence.

Usually, the goal-specific parts are similar in case of business-related academic institutions and universities. Here the qualitative aspect and accomplishment play the role of determinants in examining the standard of management-administration academic schemes and events, empirical studies, an idea of institutions in schools or trade-ambiances [15]. Features and excellence of faculty, for instance, number of doctoral students under one professor, global characteristic in terms of research and academic study are some of the crucial aspects to determine the ranking of new business institutions.

As per AACSB, the uniqueness of an institutional professor is important with respect to the novelty and vitality. Though different kinds of a business lesson can give efficient business knowledge, there is nobody to be a wisdom-builder in terms of this type of education like a business institution. So the part of expert distinguisher or separator to analyze the market worth is very much essential. Furthermore, the educational part of a faculty in a business school is important and needful

as the community and retails look forward to these organizations to acquire knowledge which shows the educational convention of hypothesis and process (AACSB). After the educational vitality, the faculty plays an essential part when it comes to the administration of those educational establishments, as remarked by Duderstadt. Although, it's not possible to indulge in the administration and management in a direct way because such things might bring in complications where the decision-making period estimate is short. Peter Lorange, who is the dean of IMD (one of the biggest global business institutions), focuses on faculty loyalty and liability for educational-ethics building process as a core of growth and perception of the planning of business institution. He remarks that faculty-advancement policy and events are important parts to introduce novelty, innovating techniques in terms of most crucial planning strategy [12]. Maintaining and achieving those assets are most generally important projects for every educational organization and are acquiring risks and challenges in terms of institutions. As far as the cause is concerned, the features of the growth of the organizational relevance as well as in the competition. This situation makes it hard for the institutions to invite and keep the faculty.

The professor coaching events and policies are the basic ground for turning the pupils into professors where the proportion of interested pupils is regarded as the baseline. This also covers the approved number of teachers, heading back from the pool of reserve professors and this has the retired professors as well. Besides, advantageous features, tough approval or authorization benchmarks, job situation, benefit or rewards for inviting professors are crucial aspects where the general idea regarding the teaching occupation is important among the masses.

Reviewing the talent administration procedure is the main goal of this article which is cultivated by private institutes. It also includes the recognition of characteristics which impacts the faculty determinations to keep working in the same institute.

Moreover, another target of this research was to establish a theocratic ground of talented staff maintenance. It has achieved that and examined the groundwork of the staff retention aspect of a private institute in the area of Delhi/NCR. Additionally, the researchers wanted to elaborate the vitality of maintaining the pith or most important staffs as well as cultivating planning for incrementing human resource retention customs. The outcomes will help in figuring out the growth of proficient talent management and human resources retention policy for institutions.

What is talent? This term can be depicted as the inborn feature or quality of a person to accomplish a specific job in a specific manner. It's associated with significance or implication of differentiation and makes one different from the lot.

It's a short-term object and arrives with a cost in this regard. It's not a common asset, so has to be utilized properly. Institutions over the globe are debating to incorporate the talent administration or management within the management tasks and manners. It means inviting, keeping and improving the talent pool or reserves for an institution with respect to other objectives of management.

A proper process of recognition, judging, improving and maintaining the efficient staffs that have experience, wisdom, and abilities, is done by talent management process. As far as the job place is concerned, the competency is compatibility to search, take charge of and perform serious projects. This nature is dependent upon the self-conviction, confidence, and other individual traits as well. The management allows the institution to invite and acquire as well as retain the proper skillful employees at correct posts [11].

'Talent administration or management' is depicted differently by different people. Some look it as the high-value person-management program, whereas others think it's the way of regulating the talent in a specific genre. For instance, the way of identifying and liberating the potential of the people. This word is generally linked to the capacity-dependent HR administration customs. Institution-oriented, as well as post-oriented capabilities form the center of the talent management resolution. The capability series may cover skills and wisdom, individual features and abilities, and so on.

Latif et al (2001) tried to choose an impactful aspect to scrutinize this genre [11]. There are 4 Human Resource aspects as well as institutional ones

which are recognized to be effective in terms of staff retention. Remuneration and rewards, compatibility between individual and institutional objectives, better scopes and proficient coaching with growth form the Human Resource part. Beside this, job ambiance, organizational custom and practice and scheme, leaders and group-work mentality are other factors.

Remuneration and reward are also very much vital as far as the aspiration and encouragement of the fundamental staffs of a private institution are concerned, so it has an essential part in staff retention as well. The compatibility of individual and organizational motives is also very much important in terms of retention where morals, ideas, and principles are alike. As per the proofs, high standard of P-0 fitness is associated with a variety of probable results; hence it can be a vital speculator to maintain talented staffs in an organization.

Hurdles and situational toughness are regarded as the primary causes behind the quitting of an institution. Risky and tough assignments, as well as the outcomes, are vital to providing a high level of excellence with respect to work market factors where talented staffs may accomplish their individual aims including the career targets. The institution's non-owning feature for staffs as compared to the other capitalistic resources is the reason of complex evaluation process for human resources [14]. Coaching and growth are other aspects that the staffs consider significantly for competent work market value. So, to inspire them with greater intensity, further coaching and improvement works must be done for prolonged connection with the organization.

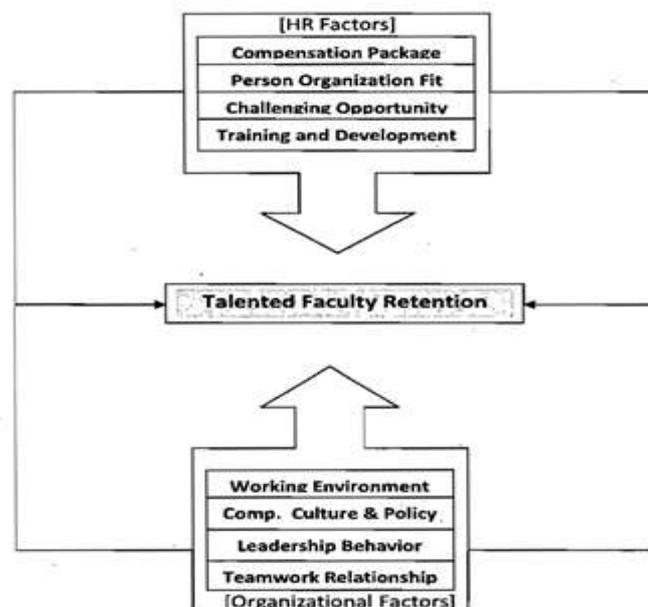


Figure 1: Conceptual model for talented faculty retention policy of an organization



Two kinds of aspects are present which dependent/subordinate is and free individual or independent. An ample number of other relative aspects can be there to build a connection between the contentment degree, principle and sex. A Few reviews and researches have investigated the criteria and the characteristics as well as the vitality of these factors in determining the contentment degree of the faculty members. The study gives three classes which are:

(1) Demographic or population-specific, (2) Organizational, (3) Future Career, as well as (4) Productiveness Capacity

When it comes to demography or population, this factor shows an effect with respect to faculty contentment. Tests among bachelor, married and married faculty with kids have given mixed outcomes. Faculty members with spouses in that organization show higher contentment but not always. Likewise, faculties with kids, especially those who are in higher education field attain the greater degree of contentment.

When it comes to the additional stones in the job life, giving lessons and performing empirical studies are most crucial ones, although the organizational factors have the important part in determining the contentment among the faculty members it's included in the feature of the job itself.

Sifuna (1998) examined the rivalry and competitive mentality among the faculty for those who show efficient teaching and have greater contentment with respect to their jobs [16].

There are some interior as well as exterior aspects with respect to retention of faculty. Among the first category, good payment package, efficient coworkers and qualitative feature of the pupils, best value deal in residential aspect, a proper and impartial analysis in terms of quality, merit and advantages, positive work environment, practical workload, theories, and ethics, are important. In case of the latter (or exterior) category, pressure, marital scopes and bright future, lifestyle, kid's responsibilities are included.

III. CONCLUSION

The talent administration is the main stress of the research along with the greater intensity in retention of talented faculty in the higher education field. The finding from the literature recommended that the intellectual and highly acclaimed professor retention in private institutes is based on four aspects out of the eight ones; these are job ambiance, custom and tradition of universities, risks and challenges, and group working capacity. Rest of them are rewards and remuneration, coaching and growth, individual as well as institutional advantages and tuning, and lastly the leader, these do not have the major effect when it comes to retention of fundamental academic staffs of a private educational institution.

Properly managed and clear rank policy can be a way for the management as well as the faculty in higher education. There are three types of duties for faculties, namely TRS or teaching-research-community/social service. In spite of the recommended static norm of rankings and grades, the expelling or discharging of a faculty can make associate issues like the expense of recruitment or nonappearance of teachers at that time and so on. Hence, if a faculty becomes unsuccessful in delivering desired quality with respect to teaching-research-community or social service, it's the responsibility of the authority to discard the probable challenges, encountered by the faculty on time. As the example, training or coaching can be given to the teachers for eliminating the teaching-related hurdle, as it may result due to a novel atmosphere or pupil attitudes and so on. For lacking in empirical parts, the management can recommend and allow the teacher to take part in empirical conferences as well as workshops, symposiums for improving the deficiencies. This holds true in case of social service aspects as well where experienced faculty can help the juniors. The real objective of this study is to give a scope to the faculty to check the lacking and improve themselves with the help of the organizational management programs, guiding to get essential assistance and get the way out to handle the situation with strong hands. After accepting the recommended gradation technique, gathering of information, and proportional sharing with respect to three classes can be accommodated by remembering the capacity and enthusiasm of the faculty, like for social services or empirical study, the real capacity of the faculty must be analyzed and used in proper manner.

Evidently, most prominent and bigger scrutiny and examination are required to recognize the aspects. So it's important to establish a stronger connection between various factors for enlightening and elaborating more wisdom with respect to education and professional experts. More work in case of the archetype for using in other sectors is needed in course of time to make it advantageous. The privatized academic field is only analyzed in this empirical project and future study is needed to identify the intensity of interrelation to meet potential employee retention objective. Ultimately, the motives and targets have been achieved substantially through this research; however, there are an ample number of chances for further development.

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