A CRITICAL REVIEW LITERATURE ON TALENT RETENTION IN TECHNICAL EDUCATION INSTITUTIONS

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ABSTRACT

Technical institutions play an important and critical role in the development of the nation's growth in the field of science and technology.The performance of the technical institutes are majorly influenced by the intellectual capital of that institute, in this regard the retention of the intellectuals is a challenging task for the educational institute managements. It is widely known that technical institutes are severely influenced by shortage of intellectuals (faculty) because of various parameters, primarily due to recent increases in enhanced student enrolments.Starting of new courses in the existing institutes, starting new institutes and faculty retirements etc., are also considered among the primary reasons. Technical institute staffing problems are not primarily due to shortage in intellectuals/teacher shortages, in the sense insufficient availability of qualified teachers. Rather, technical institute staffing problems are primarily due to a "revolving door" - where large number of qualified teachers departs their jobs for reasons other than retirement. The present study emphasizes on the review of available literature on talent retention in technical education institutions in India during 1990- 2017.

Key Words Intellectual capital Staffing AttritionRetentionInstitutions

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1.1 INTRODUCTION

A nation is built to a large extent in its educational institutions – in its classrooms, laboratories, libraries and playing fields. Educational institutions not only produce highly skilled and enlightened manpower needed for the political, economic and social change and advancement of our nation but also bear the responsibility of lending dynamism, resourcefulness and intellectuality to it. The teacher is the backbone of the educational framework, the designer of mankind and the architect of society. A nation grows with its teachers and with the education imparted to the people by them. In this context the role of a teacher becomes highly significant in making and shaping of societies and development of a nation. Hence their retention in educational system, especially in individual institutions is very important for creation of the future human-resource of the nation, to ensure the effective and proper utilisation of resources for rendering maximum service to the society.

Conceptual framework:

Talent

At the outset, let us first define what exactly 'talent' means. Talent may be defined as the inherent ability of a person to do a particular task in a particular way. Talent has a connotation of distinction as well as excellence. It is something that sets one apart from everyone else in the same field. However one must remember that talent is a rare asset that comes in short supply and always comes at a price. Since it is a scarce commodity, it needs to be carefully managed.

Talent management

Talent management is a professional term that gained popularity in the late 1990s. McKinsey & Company, following a study in 1997, coined the term and then it was the title of a book by Ed Michaels, Helen Handfield-Jones and Beth Axelrod. It refers to the process of developing and fostering new workers through developing and retaining current workers and attracting highly skilled workers at other companies to come and work for your organization.

Talent management is a systematic process of identifying, assessing, developing and retaining people with critical knowledge, skills and competencies. Competence, capability and talents are

human assets of organizations. Talent management systems provide an organization with the vehicle of attracting and retaining the right skills at the right time in the right jobs.

1.2   STATEMENT OF RESEARCH PROBLEM

Technical Education Institutions in India have shown tremendous growth over the last decade. Now these institutions are gaining more and more attention both at local as well as international level. Engineering colleges are supposed to be highly professional, which makes the management of human capital even more important for them. Role of HR Managers are not only precise to corporate houses, but it is required at today's Technical Education houses as well, since they also operate as conglomerate these days. The task of managing talent at the professional level is getting challenged every now and then. As per the present model of managing human resources, most of the private engineering colleges rely on the power of the Principal or the Management of that particular institution. It purely depends on the leadership abilities of these individual, which makes differences in managing the talent. But with the increase in number of colleges every year as well as increase in intake every year it is getting more and more difficult to keep on managing, developing and retaining the current talent. When it comes to retention of employees, most of the management members of these technical education institutions said that they face severe problem in retaining the right talent. This is where the researcher felt the importance of this research which would analyse the factors leading to high turnover rate of faculty and how these institutions can retain more of their talented faculties in their organization for a longer period of time. This proposed talent retention strategies at institutional level would significantly contribute to the overall performance of technical education in Odisha.

1.3   OBJECTIVES

The primary objectives of this research is to analyse the available review of literature on talent retention practices in technical institutions during 1990-2018

1.4   RESEARCH METHODOLOGY

The researcher has used secondary data for the study. The data has been collected from various books, edited books journals, magazines, newspaper and websites for meeting the purpose of the study.

1.5   REVIEW OF LITERATURE

1.5.1   During the period 1990-2000

Theobald (1990) [1]

The author has used the Washington State personnel records for the years 1984–1987 and concluded that a teacher's estimated next-year salary was positively correlated with the decision to remain. If teachers could predict that they would earn 10 percent more next year in their current district, they were 6.9 percent more likely to stay, holding all else constant.

Barnhart (1995) [2]

Considering the indications of an upward swing in both components, it is safe to assume that faculty turnover is causing greater problems for many administrators. Faculties who leave voluntarily tend to be characterized by a high achievement orientation. The author says that, teachers who leave voluntarily are most of the times who want to achieve higher than what they have, and this is a problem area for the school administrators.

Louis, Marks, and Kruse (1996) [3]

The authors have opined that the head of the institutions/schools that believe in delegation of power and are votaries of making decisions through the process of involvement of employees as a result promote a "collective responsibility for student learning and instructional collaboration among teachers". The author says that, teachers have to delegate their authority and be supportive of group decisions in order to achieve maximum corroboration amongst colleagues leading to a better working environment.

Grissmer D.W. & Kirby S.N. (1997) [4]

According to the author the new teachers pipelined in the queue was decreased in the year 1980-1990. There were indications that one third of the education graduates did not teach in the year

following their graduation. The author indicates that, there was a phase in the year 1980-1990, where the fresh graduates didn't want to enter the teaching profession and were looking for better financially lucrative avenues.

Johnsrud, L.K., & Heck, R.H. (1998) [5]

Researchers try conducting model tests and examine hypotheses of communication, burnout, organizational stressors and outcomes, and they discover that role stressors, workloads, work assessments, and professionalism influence teacher's perceptions and attitudes towards their job satisfaction. There are many other ways institutions can actively seek to retain more faculty members. One is to address quality of life issues more thoroughly, which could mean providing assistance with housing or sponsoring faculty clubs.

Shann, (1998) [6]

The author elaborated the concept of job satisfaction for the teaching faculty by defining the same as a "state of mind determined by the extent to which the individual perceives his/her job related needs being met". Another issue dwelt upon by the author is regarding the measuring the various aspects of job satisfaction. It was found out by the author that there are many measure of job satisfaction and the same cannot be restricted to one single factor.

Kirby, Berends, and Naftel (1999) [7]

The authors while studying Texas teacher cohorts from 1987 to 1995, found that a $1,000 increase in salary had resulted reduced attrition from the state education system of about 2.9 percent overall and 5 to 6 percent among Hispanic and black teachers.

McLaughlin and Oberman (1999) [8]

The authors say that educational reforms must have focus on teaching faculties' professional development and they must go in close sync for either or both work well, as they share a symbiotic relationship. The professional satisfaction of an employee or the teaching faculty is an important factor impacting the attrition rate.

Norton (1999) [9]

In a situation of high turnover or attrition among teachers, says the author, it is very difficult in improving their retention. In such situation the retention becomes very expensive this is difficult to be afforded by the school districts. But if we compare the cost of teachers leaving, their termination process, recruiting substitute teachers, recruitment and selection procedures, induction programmes and the costs incurred on the professional development of newly recruited teachers, are cost which cannot be forgotten. Finances and other resources which are spent on organizing competent and talented teachers are wasted efforts. Hence, as per the author lot of resources are required to be invested for coping with the attrition of teachers, which otherwise could be utilized for improving the lot of the existing teachers.

Boyer & Gillespie (2000) [10]

The authors have researched that special education teachers are having some different issues as compared to general education teachers. But at the same time some of the issues are common to both the categories. For example issues like administrative requirements, development of IEPs, development of general curriculum and providing free access to the students and at the same time developing relationships professionally between the professionals and the paraprofessionals. Moreover, making use of the sophisticated technology for assisting the students for gaining knowledge and skills and administrating complex medical procedures is needed to be taken care of.

Clement and Vanderberghe, (2000) [11]

The authors are of the view that professional development should be perceived as a part of the collaborative process. However in certain situations there may be some occasions for working in isolation and isolated working environment. The authors have further stated that the process of having good interactions also impact significantly in the area of professional development of teaching faculty and that of other stakeholder as well like teaching faculty, institute management, guardians and other stake holders. The authors say that, professional development is an important aspect as it leads to satisfaction at work place and thereby has positive impact on retention of teaching faculty.

Connolly, R. A. (2000) [12]

The author has tried to understand the high teacher turnover rate among beginning teachers by investigating the reasons and causes behind both teacher retention and teacher attrition. The author says that, the environmental dissatisfaction is a prime reason in the beginners of the teaching profession for the higher attrition rate.

Ganser (2000) [13]

The author says that the view held that developing professionalism carries more importance than development of career and the professional development has been defined as "the growth that occurs as the teacher moves through the professional career cycle". The author says that, being a teacher is choosing a career and growing as a teacher is the professional development much beyond just a career life cycle.

HextallandMahony (2000) [14]

For this research the authors have studied as to what standards can be developed and adopted or put into practice for or by the teacher training agency.

Steff, Wolfe, Pasch, and Enz (2000) [15]

The authors have stated based on their research study that the actual apprenticeship for a teaching faculty starts when he/she starts taking classes and starts planning for his classes on his own. This apprenticeship is considered to be continuing till the time the teacher's knowledge, and its synthesis and integration, pedagogy and improvement in the confidence level takes place and thereby marking the beginning of the period as a teacher. Therefore the induction period extends even into the second or third year of teaching i.e. till the time he/she gains confidence in imparting knowledge. Hence the philosophy of keeping good, qualified and experience teachers improves the retention of teaching faculty and also it positively impacts achievements by the students in the coming years.

Whitaker (2000) [16]

The views of the author are that those teachers who continue to be special education teacher in cases where they had very good mentors. Therefore such teachers should be imparted training in special education for that their retention gets improved.

Breuer L. Nancy (2000) [17]

This study pertains to retail companies and it has been seen that in such companies the attrition of employees is normally higher that the attrition rates in other sectors. But in retail sector as well there are some employers who manage to keep the attrition of their employees well under control and below the average figure. Hence it will not be wrong to say that there is no fits all sizes strategy and there is need to customise the attrition/retention strategies depending upon the features of each organisation. One of the examples given is that of Macy's, where the executives were made accountable for retention of employees who are directly working under them. It has also been taken care of that new managers have been given necessary orientation, induction and training, both for the purpose of their retention and at the same time to improve their man management skills for the sake of better retention of the employees who will be working with them. It has been seen that form the point of view of employee retention the first week is of vital importance, which needs to be well managed for proper induction and orientation of the new employees.

Cope &Kalantzis, (2000) [18]

The authors have stated that the these days technologies are changing very fast and these vastly changing technologies are giving way to high levels of competence in highly complex multi-literacy.

The authors say that, the changing technological needs, the constant upgradation of IT knowledge mounts the pressure on the teachers and subsequently leads to attrition.

1.5.2   During the period 2001-2010

Arthur Diane (2001) [19]

The authors have tried to focus on the change in attitude of Generation 'Y'. As per the authors the generation 'Y' show less loyalty towards the employers since they have seen their parents losing the jobs as a result of downsizing. Therefore they have the feeling that they have to survive own their own. In this regard the develop respect for knowledge and expertise rather than the job titles. They would like to work with employers who allow them to innovate and experiment and would not like to work with employers who do not allow them to challenge the status quo. Besides they aspire to strike a fine balance between work and familial lives i.e. work life balance. If the find the organisation they are working for does not focus on this aspect, they would not like to continue working for such employers for ling duration of period.

Arthur Diane, (2001) [20]

In order to explain the reasons which lead to resignations by employees, the author gives a list that includes:

- Clash and inconsistency with corporate values
- Being not valued and appreciated in the company
- No feeling of ownership towards the company
- Lack of feedback regarding performance
- Inappropriate supervision
- Absence of career development avenues
- Absence of learning and development facilities
- Inequitable and unfair compensation
- Rigid work schedules
- Lack of team spirit at work
- Work pressures and shortage of supporting employees
- Inadequate infrastructural support

The author has further stated that the attitude of younger generation towards work is very different as per the author the young generation do not have sense of loyalty as was present among the old generation. The young generation has seen their parents becoming victims of downsizing of organizations and as a result losing jobs. From this they have learn lessons like that they have to make specific efforts for managing their careers. They respect expertise and knowledge, rather than titles and will be reluctant to start working for organizations that do not

allow them to question and confront the status quo. They are trying to strike a balance between careers and personal responsibilities, and thereby giving a clear signal that they are not ready to give up either one. The young generation has grown very well and are very IT savvy and are quite confident manage well their duty in the corporate world. Therefore any organization does not take care of the aspirations and expectation of the younger lot will not be attractive to them and thereby such organization will not be in a position to remain competitive.

Curtis and Wright (2001) [21]

It is expected that the extent of education will be related to the employee turnover in the same way because the employee commitment towards the company is considered to be a significant variable for retention of employees. The author says that, an employee with a lower qualification even if has a higher talent will lose out on promotion which would lead to higher attrition.

Rowley & Purcell (2001) [22]

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 organisation.

Walker (2001) [23]

In this research article the author has identified seven factors for improving the employee retention in the organisations;

• Compensation offered to the employees and appreciation accorded for performance

• Challenging work and work environment

• Prospects for growth and learning opportunities

• Pull factors for employees in the company

• Conducive working rapport with the co employees

• Work life balance

• State of communication channels

The above seven factors lead to improvement in employee engagement and which in turn improves employee retention.

Bloch, (2001) [24]

The author has opined that there is significant influence of professional considerations on interactions pertaining to work related issues or other than work issues. Along with the above there is further pressure of work pertaining to students affairs which impact the professional commitment level negatively. It has to be seen that in a period of fast changes taking place all around, all efforts need to be made for the retention of intellectual talent for the interest of the organizations for keeping them productive and well performing in order to take care of the needs of all the stakeholders.

Little (2001) [25]

The author says that most of the "official time" which the teaching faculty spend on their professional growth is based on the premise that professional development is a process of inspiration and goal setting where administrators have already set goals and objectives of change, and are used to motivate teachers to strive to meet them. The author says that motivation is means to create a feeling of belongingness among the teachers and improve the teacher retention.

Lankford, Loeb, and Wyckoff (2002) [26]

The authors have found that teachers transferred to other districts in New York State between 1993 and 1998 experienced increases in salary of between 4 and 15 percent. The author infers that increment in the salary is a pertinent issue with the transfers of teachers.

Lynn, S. (2002) [27]

The author supported the idea that educational leaders should provide professional learning and growth opportunities in order to motivate teachers and to enhance their performance so that business schools can strategically produce the quality products in this competitive era of today and teacher could excel in their expertise areas.

Stronach et al (2002) [28]

The authors have concluded that with the impact of an appropriate model of an effective teacher. It states that this concept and notion of this teaching model is a demonstrative activity which has evolved very emphatically in England and the same has been interpreted by some people as a restriction on teaching profession instead of working on it positively. The authors have further stated that in the good olden days the people never used to see teaching profession as a lucrative profession but now the perceptions have changes and it mostly depends on one's personality as to how one perceives it.

Ingersoll, R. M. (2003) [29]

The author feels that the remaining employees are often forced to shoulder increased workloads without a rise in pay. Heightened turnover often has a demoralizing effect on those who remain, as well as a negative effect on prospective employees. More concretely, high turnover is associated with low job satisfaction, poor productivity, and high stress among employees.

Johnson and Birkeland (2003) [30]

The authors in a descriptive analysis of longitudinal interview data collected in 1999, 2000, and 2001 from 50 first- and second-year teachers in Massachusetts public schools, found that teachers who left within the three-year period cited low pay and lack of prestige as factors in their decision to leave.

Wong (2003) [31]

The author is of the view that normally it takes about 5 – 7 years for developing a teaching faculty into an effective faculty. However it has been observed that more than 50% if the teachers leave the teaching profession even before they get fully trained. The authors highlight the need of teacher retention to improve the quality of teachers.

Heneman A &Milanoswki A (2004) [32]

The authors have developed a human resource alignment model that demonstrates how district teacher polices may be horizontally aligned with one another and vertically with teacher competencies model. Teacher's competencies play an important role on how their financial graph is impacted and hence the assessments are essential.

Luekens et al. (2004) [33]

The authors says that about one fourth of the teaching faculty working in public schools and about one fifth of the teaching who changed their jobs hold the strong view "I often felt that my teaching workload was too heavy"

Deloitte (2004) [34]

This research point out that the number of Gen 'Y' employees joining employment is showing the reducing trend. It may be having a relationship with the ageing of population in the developed and most of the developing countries. It further touches upon that with the increasing globalisation there is tremendous strain and pressures on the human resources. The study results clearly show that most of the organisations find employee turnover and their retention as the most critical issue.

Landsman (2004) [35]

The author has emphasized the importance of training activities in relation to employee retention and has come out with the finding that training is a very significant activity for improving and building the competence and commitment of employees in the organization and strengthens the culture of employee retention in the organization. It is through training that roles of the employees can be defined unambiguously and as an outcome reduces the job stress. The author

has found out those organizations having good training facilities and culture have better retention rates of key employees.

Mercer Human resources consulting (2004) [36]

As per this research all employers must focus on all issues that help for keeping the employees motivated and loyal to the organisation. Importance of employee commitment cannot be over emphasized because it encourages the employees to give their best to the organisation they work in and since it will make it difficult to replace such employees

This report further refers the study carried out by Mercer which shows the key considerations which impact the commitment and motivation level of employees, which are like – respect, work life balance, good service to others, quality of colleagues and the profile and nature of work assigned.

Hansen Fay, (2005) [37]

The author says that "optimal turnover is not the lowest turnover you can achieve. Optimal turnover produces the highest long-term levels of productivity and business improvement." In this case also the author has emphasized for adopting highly differentiating approach in respect of employees giving high performance and low performance and the focus should be to reduce employee turnover of only such employees the companies want to retain. The research further emphasizes that attrition leads to benefit to the organization because it makes it possible for the companies to recruit relatively younger employees who will naturally be at lower wages for relieving the senior employees.

Price Waterhouse Coopers (2005) [38]

This report points out that "support given to spouses amounts to be an important factor for double group career couples" which needs to be addressed. A previous survey highlighted that about 60% of respondents considered that to take care of the double group careers was the primary factor for refusing an assignment.

Sung Johnny and Ashton David, (2005) [39]

The authors say that practices leading to intense involvement of employee in the organizations will encourage a significant amount of trust and will also strengthen the effectiveness of communication commonly adopted policies and practices encompass communicating effectively to employees, allowing them to form employee associations, conducting employee surveys or constituting self-managed employee teams for empowerment.

Manoj Kumar (2006) [40]

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.

Edwards and Mutton (2007) [41]

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.

Harris & Adams (2007) [42]

The authors have opined that a very minor percentage of teaching faculties leave the jobs since they are on the verge of retirement and there are also instances when teaching faculty may decide to opt for early retirement. The authors highlight the paradigm shift in the mind-set of the teachers; the teachers in the olden days the teacher turnover would occur only if they were retire while in the present scenario the turnover has many more reasons.

Hytter (2007) [43]

The author states that the level of commitment among employees and taking care of obligations by the employees are next only to organisational commitment. This being so, it is warranted that both factors relating to organisations and personal play an important role in employee retention.

It has been opined by the authors that the organisations should ensure that the employees are emotionally satisfied not only in the organisation but on the personal front as well for keeping the employee turnover under check.

Eva Kyndt& Filip Dochy; et el (2009) [44]

In their study the authors have tried to dwell upon the factors at the organization level and personal level as well which influence the retention rate of employees. They have laid special emphasis on the learning of employees because this factor impacts positively the employee retention immensely. In their study the number of respondents on whom the questionnaire was administered was 349 and besides that some employees were interviewed as well. The result of the study shows a big positive impact of appreciation and stimulation on employee retention.

They have also opined that the benefit of employee retention through the route of personal learning and development provides newer possibilities for improving the rate of employee retention.

Suman Pathak and VibhutiTripathi (2010) [45]

In their study in insurance sector, the authors found out the following main reasons for the employees leaving an insurance company;

• Attractive job opportunities being offered.

• Compensation package.

• Pressure of work which employee find it difficult to cope with.

• No work life balance in the present job.

• Culture of job insecurity in present employment. In such organizations the employees are always in the lookout for changing the job.

• If there are location issues, the employee will try to leave.

• If the work culture is not conducive to employees.

1.5.3 During the period 2011-2017

Hemlata Agarwal & Pooja Patel (2011) [46]

The authors has concluded that though compensation and benefits is the most important reasons for the attrition of teaching faculty, there are other reasons as well which are responsible for teachers' turnover. Other factors are like – increasing avenues for career growth in other areas, lifestyle related issues, need to change jobs, work life balance factors, high stress and lack of mentoring and counselling, etc. are also responsible for attrition of teaching faculty. Hence the business schools should pay attention and concentrate on the above said factors.

Rachit Gupta, Hemant Chauan, PalkiSetia, (2011) [47]

The authors suggest that the business schools should come up with the strategies in order to manage talents then only the business schools can think of running quality management education at global level along with varied kinds of incentives to be given to the faculty members to stimulate them for research and innovation in order to retain them.

Sachin Jadhav ,SwatiJadhav, Lavanya M(2014) [48]

This study observes that job satisfaction and challenging work proves significant in retaining key employees. Through this study we have attempted to focus on various reasons of faculty turnover and strategies that management can implement to retain good faculty members.

RathnakarG , Pal Pandian P (2015) [49]

The present investigation report emphasis on the attrition of employees in technical education institutes, it further makes a thorough investigation to find out the various factors contributing for employee's attrition in the technical Institutes. Further the investigation emphasis on the various several factors and its importance that contributes for the employee's retention and several methods that are involved for faculty retention in the organization.

Dr. B.M. Londhe (2016) [50]

This paper seeks to understand and analyze the causes of the high attrition rate of employees in the management institutes in Gujarat. Moreover, the paper tries to diagnose the malady and prescribe the remedial solutions.

Ms Shweta Tyagi, Prof.Dr. GurinderSingh , Ms. Tripti Aggarwal(2017) [51]

This research paper provides few strategies which institutions can adopt for attracting and retaining talent which is best available for them.

1.6 RESEARCH GAP

All these literature currently available analyses various practices and their effectiveness for retaining talent in corporate sector. A few authors also have addressed the need for retaining talent in academics and have suggested some strategies for retaining talent and reducing employee turnover rates. But only a few of them are supported by empirical data and those researchers who have done empirical studies also have done so in developed nations like USA and UK.So there is an evident lack of any kind of empirical research that focuses on talent retention in academic and more specifically in the technical education area in India.

1.7 CONCLUSION

It is proved beyond reasonable doubt that the poorly executed talent retention practices pertaining to organisational policies, compensation management, working conditions and work climate as well as career development are the reasons for the higher attrition in the teaching faculty in these institutions. Various suggestions have been made to improve the faculty retention in the technical education institutions. However these suggestions, not being specific to any institution, can be implemented all over the country to lower the attrition rate.

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