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Implication of Training and Development in Educational Sector: Thrust on Retention of Academic Staff

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Abstract:

A true educational institution shall struggle for promoting values and fostering culture that facilitates academic atmosphere and competency development among all staff in the learning process. The fact is that management support the development, even the awareness is there among staff but because of personal reasons the faculty does not come up. Faculties have no self motivation for development. The pressure of the overall system is so much thus not making continuous development feasible for the teaching staff. We need to refresh our education system for faculty enhancement.

It is assumed that training is a valuable activity for enhancing skills and improving staff performance and that training can address some of the factors contributing to staff retention, such as job satisfaction, motivation and career growth. Training alone cannot address all of the factors contributing to staff retention, however, it is reasonable to assume that training can play a role in improving retention, but it may not be sufficient to improve retention if other systematic barriers are not addressed like organization culture, staff relations ,available resources.

The study have shown that the investing in training is one of the ways an institute can help retain staff, while reaping other benefits. The study is carried out in four educational institutes in Nagpur which strongly believes on the training effectiveness. Data has been collected through the process of interviewing higher authorities and staff of the institutes as well as by conducting questionnaire survey for staff. Samples of staff for survey is selected randomly, whereas samples of higher authorities for interview are selected according to convenience, as approval and support of the participating institutes for the study was a factor not under the control of the researcher. Institutes' records have helped a lot to reach to conclusion. After collection of data, that data has been systematically pooled for further analysis. Hypothesis testing has been done with the help of ANNOVA test.

Key words: Training, retention, job satisfaction, motivation, career growth

1. Introduction

Intensive, focused, practical, and highly interactive courses will provide an ample opportunity to address concerns of current faculties. The Advanced Faculty Training program aims to provide practical experience to faculties in various fields .The methodology can later be utilized by the faculties to develop and design individual syllabus structures for their students, specific to their area of teaching. This can facilitate enhancing the current pattern to a level wherein more of real time exposure can be provided.

Candidates fresh from their colleges are appointed as faculty members. Such new faculty members when introduced to the methods of teaching, student psychology and approaches of teaching the concepts and fundamentals in technology, it affects directly the attrition rate in educational institutions.

The developments in technology and skills are continuously happening and new subjects are introduced and curriculum is updated in a continuous fashion to cope up with the requirements of the industry and society. In such situations even the existing faculty members in educational sectors should be updated and trained for new subjects and skills.

The faculties in the present scenario are expected to play multiple roles such as: facilitator of learning curriculum and course planner, resource material creator, student assessor, mentor and program evaluator. Quality teachers with passion for teaching are inevitable in any education system. The rapid application and evolution of new teaching technologies present challenges for teaching staff to stay updated of developments while also pursuing their professional and research responsibilities. To address this problem interventions are required to ensure that the new incumbents who enter teaching service meet their capacity building and skill development through in service training. Professional development programmes are key tools that help faculty to learn the current issues in education better

respond to cultural and systemic changes to delivery formats and refine their performance. The task of attracting more and more students to higher education has become difficult. It is a challenging task to induct them into higher education in a meaningful and fruitful manner. In order to address these challenges we need not only more and more educational infrastructure, but also more importantly, human resources both in terms of number and quality.

With the growing awareness of the importance of teaching and learning in Universities, the need to improve professional qualities in faculties has been identified. This paper describes the impact of training on faculty retention .

2. Objectives

- To analyze the relation between training and staff retention.
- To study the effectiveness of training programs on job satisfaction, motivation & career growth of academic staff.

3. Review Of Literature

Employee turnover is highest among employees who are not satisfied with their jobs. Because qualified employees are becoming more scarce and difficult to retain, organizations need to focus on increasing employee satisfaction. Suggests that one useful approach for increasing employee satisfaction is to view workers as customers. Based on the notion of employee as customer, illustrates how a customer satisfaction measurement approach can be applied to the measurement of employee attitudes. Suggests that the metaphor of employee as customer is indeed useful. Also demonstrates how this approach yields actionable results that managers can implement to increase employee satisfaction and thereby retention.

Roland T. Rust, Greg L. Stewart, Heather Miller, Debbie Pielack, (1996) "The satisfaction and retention of frontline employees: A customer satisfaction measurement approach", International Journal of Service Industry Management, Vol. 7 Issue: 5, pp.62 – 80
A positive, fulfilling, affective-motivational state of work-related well-being that is characterized by vigour, dedication, and absorption. Although there are different views of work engagement, most scholars agree that engaged employees have high levels of energy and identify strongly with their work. Engagement is a unique concept that is best predicted by job resources (e.g., autonomy, supervisory coaching, performance feedback) and personal resources (e.g., optimism, self-efficacy, self-esteem). Study have shown that work engagement is predictive of job performance and satisfaction.

Arnold B. Bakker, Wilmar B. Schaufeli, Michael P. Leiter & Toon W. Taris,"Work engagement: An emerging concept in occupational health psychology" An International Journal of Work, Health & Organizations Volume 22, Issue 3, 2008 pp 187-200
The relationship between the employees' job performance and their retention also varied significantly with organizational culture values. The cultural effects were stronger than the combined exogenous influences of the labor market and the new employees' demographic characteristics.

John E Sheridan "Organizational culture and employee retention", *Acad Manage J* December 1, 1992 vol. 35 no. 5, 1036-1056.

The above literatures discussed about employee engagement, job performance, job satisfaction and their retention in manufacturing organizations where as this paper try to analyze the relationship between training and retention of teaching staff in educational institutes.

4. Research Hypothesis

- Null Hypothesis
Retention in all academic institutes are equally proportionate and training is equally effective for retention of teaching staff.
- Alternative Hypothesis
Retention in all academic institutes are not equally proportionate and there is no relationship between training and retention of teaching staff.

5. Research Methodology

Study is carried out by taking into consideration the opinions of teaching staff from four educational institutes in Nagpur. Interviews are conducted with the senior authorities at the institutes with day-to-day responsibility for smooth working of institutes. For questionnaire survey, sample of 84 faculties were selected out of a pool of 100 (with margin error of 5% and confidence level of 95%). Samples are representatives of different departments.

ANOVA test has been used to analyze the collected data.

6. Analysis and Interpretation

Factors Having Impact Of Training	Institute A	Institute B	Institute C	Institute D	Total
Job satisfaction	6	4	8	6	24
Motivation	7	6	6	9	28
Career growth	8	5	10	9	32
Total	21	15	24	24	84

Table 1: Opinions of Academic Staff

i) Correction factor = $(84)^2/12 = 588$

$$\begin{aligned} \text{ii) SST} &= \text{Total sum of square} - C \\ &= \{(6)^2 + (7)^2 + (8)^2\} + \{(4)^2 + (6)^2 + (5)^2\} + \{(8)^2 + (6)^2 + (10)^2\} + \{(6)^2 + (9)^2 + (9)^2\} - 588 \\ &= 624 - 588 \end{aligned}$$

$$= 36$$

$$\begin{aligned} \text{iii) SSC} &= \text{Sum of square between Institutes} - C \\ &= [\frac{(21)^2}{3} + \frac{(15)^2}{3} + \frac{(24)^2}{3} + \frac{(24)^2}{3}] \end{aligned}$$

$$= 609 - 588$$

$$= 18$$

iii) Sum of squares between factors affecting training – C

$$= [\frac{(24)^2}{4} + \frac{(28)^2}{4} + \frac{(32)^2}{4}] - 588$$

$$= 596 - 588$$

$$= 8$$

iv) Error sum of squares = 36- 18 -8

$$= 10$$

Sources Of Variation	Degree Of Freedom	Sum Of Square	Mean SS= S.S / DOF	F calculated	F(table)at 5%
Between Institutes	3	18	MSC=18/3=6	$\frac{MSC}{MSE} = \frac{3.6}{MSE}$	4.76
Between Factors having training impact	2	8	MSR=8/2=4	$\frac{MSR}{MSE} = \frac{2.4}{MSE}$	5.14
Error	6	10	MSC= $10/6=1.667$		
Total	11				

Table 2: Factor Calculation

7. Result

Calculated Factor value is less than table value.

So Null hypothesis is accepted. Retention in all academic institutes are equally proportionate and training is equally effective for retention of academic staff.

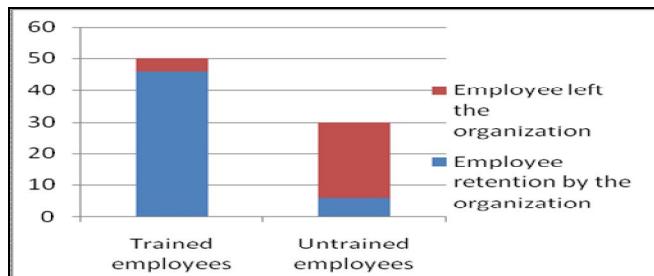


Figure 1: Graphical Representation for Analysis of Academic Staff With Respect To Their Retention Capacity

Training can have an indirect effect on performance if it increases job satisfaction by, making it easier for faculties to perform the job effectively or feel more valued. In contrast, if faculties feel dissatisfied they may react in a number of ways. Thus, through a sense of loyalty they may stick it out; neglect their responsibilities towards the institute by absence, lateness and reduced effort.

There is negative correlation coefficient between job satisfaction and staff turnover. However, correlation does not always imply job satisfaction was positively and significantly related to the probability of quitting. Job satisfaction was quantitatively more important than financial gain. The causality ran from job satisfaction to future quitting behavior. The effect of job satisfaction on faculty future quit behavior- results that faculties who reported dissatisfaction with their jobs were statistically more likely to quit than those with higher levels of satisfaction achieved through training programs. Dissatisfaction with the career growth found to be the aspect most likely to lead to the faculties leaving their job.

All respondents found the faculty training to be very useful for improvement of teaching skills. They found that the skills learnt in the training workshop were very applicable; they perceived changes in students' classroom behavior and found their lecture to be more participatory and interactive. As for their own change in behavior, respondents experienced better interaction with the students in classroom. All these factors ultimately help to improve the faculty morale which has resulted in high retention of faculties. The overall impression of the training was very positive.

8. Conclusion

There is clear evidence that training is positively associated with job satisfaction, motivation and career growth.

To motivate staff, educational Institutes need to create the opportunity for staff members to satisfy their "growth & development need". Development is now considered as gaining new skills and taking advantage of many different methods of learning that benefit staff and institute alike. Staff benefit by experiencing greater satisfaction about their ability to achieve results on the job and by taking responsibility for their career; the institute benefits by having staff with more skills who are more creative. The availability of skill development opportunities and career movement are "key attractors" to educational institutes. If an Institute does not recognize the individual's need and desire to grow, then "development" becomes a primary reason for resignation.

To maintain the interest of the present staff, an institute should demonstrate through training that current employees will have at least an equal chance in the competition against outsiders for new positions.

9. Practical Implications

The research confirms that faculty training program is advantageous for academic institutes since it has a positive influence on institutional performance. The impact on staff retention is indirect through quality performance , suggests that the institutes have to take that view of quality performance into consideration which is possible through training programs.

10. Originality/Value

The paper is valuable for academics and professional because the impact of faculty training program on institutional performance has been confirmed for staff retention. Its originality is in the measurement of institutions' staff retention with respect to training, for which a more detailed specification of institutional performance based on the job satisfaction, motivation and career growth concepts has been used and analyzed with the help of statistical calculations through ANNOVA test.

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