

IMPACT OF ORGANIZATIONAL ENVIRONMENT POLICIES OF HIGHER EDUCATION INSTITUTIONS ON RETAINING TALENTED FACULTY MEMBERS

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ABSTRACT

Research Purpose – To study the various relevant factors of organizational environment policies and their impact on faculty management and retention that can help policy framers of higher education institutes to design and implement such policies to recruit and retain academic talent in a highly competitive global era.

Research Design/methodology/approach – An exploratory and causal research design was followed. Important factors relevant to organizational environment were selected and ranked in order of importance for both procurement and retention of academic talent. The faculty were asked to indicate to what extent they are satisfied with each of the factors in their current situation. Administrative members of faculty and departments such as deans, directors and subject coordinators were asked to indicate to what extent they felt able to influence each of the factors. Measurement instruments included structured Questionnaire with items designed on 5 point Likert's scale.

Research Findings – Factors of crucial importance for recruitment and retention in relevance to organizational environment were identified. This led to the identification of concerning policy problems and opportunities. Segmentation of the sample facilitated the demonstration of differences in satisfaction between groups of faculty according to gender, age and rank, accreditation status. Organizational environment policies including research facilities, infrastructure with library facilities, ICT availability, societal contribution and transformational leadership were significantly related to faculty retention in academic higher learning institutes.

Practical implications – The developed framework and the data provide an excellent opportunity for university leadership to analyze the effectiveness of its policy and yardstick the practices to create an environment academic in nature and enhance knowledge of its faculty members to contribute them in overall organization goals.

Originality/Contribution/value-add: *This study contributes to existing knowledge of talented faculty management practices. It provides evidence of the complexity and inter-relatedness of variables in the organizational environment in retaining quality and talented academicians in institutions of higher learning. The value of the paper is that it presents unique evidence on important factors crucial to faculty management.*

Keywords: *organizational environment, talent management practices, faculty management, faculty retention, work environment*

INTRODUCTION

In the society, the higher education system plays a significant role in creating and transmitting knowledge to students, to promote innovation and respond to the growing challenges of uncertain environment. Due to globalization the need for developing globally employable skilful talent is aroused from their creating schools, the institutes of higher learning. The developing factor for these talents is the highly qualified and talented faculty members whose quality determines the quality of students of a higher learning institution.

If the faculty members have an encouraging organizational environment in which they can work on their skills and contribute towards their professional as well as societal goals, academic institutions of higher learning. The environment thus plays a major role in procurement of talented faculty members and in their retention.

The objective of the present research work is to study the impact of various variables of organizational environment on the management and retention of talented faculty members in the institute of higher learning.

The institutes of higher learning are now established with new mission and innovative compositions of training and retaining its key resource as the human capital, its faculty members as it has to act in response to the major challenges of achieving a level of quality of international comparison, transparent and responsible governance and accountability and proper managing and application of funds. They must focus on serving needs of the society to continue to exist in the upcoming era by developing new organizational structures, creating diverse learning environments, and introduce new technologies based on the current trends in the industry. To be successful, universities must be able to respond to opportunities as well as serve as catalysts to create a new vision, have a clear sense of the future, be organized to energize and support the efforts to carry out the vision with its faculty.

CONCEPTUAL BACKGROUND

Ng'ethe, Iravo, & Namusonge,(2012) cited in their study that universities must be a storehouse due to their unique nature including the most specialized and skilled intellectuals. They provide for a pool of knowledge for nurturing the projected manpower needs of the nation and for societal requirements. Therefore academic staff must be the key resource of these universities in achieving their goals and objectives. These resources are crucial and their quality and quantity effect considerably the quality of students created by them (Mwadiani, 2002).

Pienaar & Bester (2008) in their research explained that for any university function the academic profession is fundamental. The qualified and committed academic institutional members can ensure sustained and quality growth. Therefore, these institutions depend largely on the intellectual and creative abilities of these academic members. (Pienaar & Bester, 2008)

Armstrong (2009) explained that 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) , the costs of academic staff turnover, such as subsequent recruiting expenses, disruptions of course offerings, discontinuities in departmental and student planning, and loss of student graduate advisors, are borne at individual, departmental and institutional levels and have an impact on quality of services and the image of the institution

In their research Ng'ethe, Iravo, & Namusonge (2012) stated in their research on kenyan universities found that the issues of staff attrition and retention of academic staff in developing countries has been less stressed upon in the literature as it has been observed that it is a general issue and so no specific attention and resources and efforts being devoted to it Mihyo (2007).

Ng'ethe, Iravo, & Namusonge (2012) studied on academic staff retention in universities of Kenya, they cited that according to Osalusi et al (2010) brain drain was a phenomenon that had badly affected the Nigerian University system specifically in the 1980's through to the 21st century due to which the country has suffered loss of its experienced academic to other African countries and developed nations too such as Britain, America, France and Germany. (Ng'ethe, Iravo, & Namusonge, 2012)

The strength of the education is ever-increasing day by day and the success of education depends on the faculty who are instrumental to mould the students, to a bright future (Daramola, 2010).

Institutional Environment is defined as "positions, policies, programs and procedures of modern organization and are manifestations of powerful institutional rules which function as highly rationalized myths" (Meyer & Rowan, 1977).

The success of educational sector depends on the kind of academicians able to recruit and retain, it is the faculty that sets the tone of private professional institute to move ahead. Today, hiring of faculty has become a major challenge for private professional

institutes, yet another challenge is that of a high turnover, since a number of faculty members switch professional institutes frequently.

Sherjung Khadka (2011) explained that factors like- compensation and benefits, quality of work life, relationship with supervisor or peer, after retirement benefits plan, job performance, etc. play a significant role in employee turnover. Management should identify these factors to make them positive or favourable and should apply appropriate strategies to retain employees.

Atul Mathur; Dr.P.K.Agarwal (2013) focused on dysfunctional turnover. Dysfunctional turnover is the concern of HR managers. When an employee leaves, it takes approximately eight weeks for this position to be replaced and in the meantime, productivity suffers. Results of the study showed that Retention Strategies has an impact on Employee Turnover.

The composition and quality of the faculty are of crucial importance with regard to the quality of management education programmes and management research, as well as regarding the reputation of schools in the academic and the corporate community (AACSB, 2002; Lorange, 2003).

Retention of human resources is critically important in organisations where financial sustainability and survival depend on scarce human and specialist skills (Pienaar & Bester, 2008). To aggravate the problem of retaining young employees, job mobility is increasing and organisations are finding it more difficult to retain skilled employees. Knowledgeable employees display high levels of mobility, as the psychological contract has shifted from a previous emphasis on job security and loyalty to the current emphasis on employability and loyalty to one's own career and experience (Sutherland, 2005).

Given the high demand for talent globally, employees with scarce skills have various career alternatives, and even in difficult economic times have a choice about where, for whom and for how long they work (Waldman & Arora, 2004).

In their study Gladies and Kennedy (2015) defined concept of "institutional environment" as the one which provides important insights concerning the organization/environment interface. They explained educational institutions environment consists of the physical environment as well as the psychological, social and political processes in the institution. (Rao, Indiresan, & Jomom, 1999) in their study mentioned that the physical dimensions include the place of location of the Institution, its buildings, ambience, design and architecture, symbols, infrastructure facilities, etc. These are all important constituents of the learning environment. The intellectual dimensions include the curricula, teachers, teaching-learning processes, vision, leadership, etc. The psychological and social processes include the way the vision is articulated and shared, the way the leadership is exercised, the empowerment process, evaluation and development processes, faculty-student interactions etc. It was also found that the institutional processes like vision, values, leadership,

empowerment, faculty development, planning etc. Influence the adoption and institutionalization of innovations. (Gladies and Kennedy, 2015)

In order to understand how to create positive working environments, it is important to explore the ways in which individuals view themselves in their work context. This includes the variety of activities, tasks, roles, groups and memberships that individuals employ to compose a work-related self (Dutton et al., 2010).

Organisational socialisation has received substantial research attention as a means of understanding how organisational newcomers come to identify and understand the norms and expectations of their new environment and future profession (Austin and McDaniels, 2006).

The expectations of the faculty career are changing in many fields and across institutional types. Pressures for promotion and tenure such as publications in top academic journals, procurement of external funding, and earning a reputation for being the best among one's peers are becoming overwhelming (Sweitzer, 2009).

Gender differences are also important in relation to access to networks. Professional networks have remained highly gendered, with women experiencing greater difficulty than their male colleagues in establishing and maintaining high-level network ties (Rogers, 2000).

Research suggests that managerialism has neither been wholeheartedly rejected nor accepted by academics. There are variations in how managerialism has rolled-out in terms of its timing, pace, and extent in different social locations (Hyde, 2012). Even within the same country, cultural variations may be observed across universities, individual departments and in the attitudes of individual faculty.

Existing research suggests that staff in academic institutions face many challenges within their working environment (Teichler and Höhle 2013). There are considerable differences in the work situation of seniors and juniors in the university sector. Female academics find it difficult to secure permanent employment and are less likely to be involved in national/international scientific committees, boards or bodies (Kwiek and Antonowicz, 2013).

Teaching has become more diverse and includes embracing teaching technologies and arranging student placements as aspects of that role (Hyde et al., 2012). There is greater student heterogeneity and this has implications for teaching, and cultural engagement (Freudenberg and Samarkovski, 2014).

Change in pedagogy is an area where academics require continued support. New approaches and expectations within teaching are time-consuming and, without support, academics find this challenging. The associated tasks with continuous assessment, small group teaching and the development of new programmes are challenging for many academics. These changes are often introduced by university management where clear rationale for change is either communicated badly or not at all (Clarke et al., 2015). This creates difficulties within academic work environments.

The research role has changed from being closely associated to the researcher. Research groups, temporary grant-funded research centres, clusters and alliances now dominate the discourse (Mittelstrass, 2010).

Academics are expected to be research active and publish that research in journal articles (Murray and Cunningham, 2011). However, there are only a certain number of journals and there is a limited amount of research funding.

Hyde et al. (2012) studied that promotion to posts requires not just evidence of academic writing, but also the capacity to lead research teams and organise the activities of others (Hyde et al., 2012).

Academics are now required to be accountable and make explicit their research work, including how it is funded, conducted and disseminated (Drennan et al, 2013). It also emerged that academics are of the view that the quality of research is being threatened due to the pressure to increase research productivity and to produce useful results.

Many higher education institutions have reorganised their own structures in order to actively pursue a research orientation. In some cases, universities resemble industrial parks with a range of companies. Those academics, employed primarily to teach, find it very difficult to get the time to engage in research. The importance of external funding, the development of relationships with private industry, the constant requirement to secure funding streams, the short-term nature of such funding and the lack of institutional support all contribute to the challenges that exist in the working environment that academics experience (Clarke et al., 2015). Support structures for academics at institutional level are often inadequate in relation to securing research funding (Clarke et al., 2015). Academics spend as much time on the administrative side of research funding than engaging in the research itself due to the lack of support. For academics working in institutions where teaching is the main activity, the challenges now presented in the context of engaging in research are numerous due to lack of time, lack of ethos and lack of mentoring support in the area (Clarke et al., 2015). Academics are required to take on more administrative roles, even though their teaching and research loads are not reduced (Clarke et al., 2015).

Keeping up to date with new skills and competencies is a key element of the academic working environment. Acquiring teaching qualifications is considered important. Greater international collaboration necessitates the acquisition of new skills in a range of areas such as funding applications and the development of different attitudes to work (Clarke et al., 2015). In addition to the development of language skills, information technology skills are also considered necessary. Many academics do not have time to avail of training opportunities to develop necessary skills and rely on support of their colleagues in order to avail of such provision. The challenges that academics experience have a number of implications for the creation and maintenance of a supportive working environment.

A broad review of available literature was studied to identify dimension, parameters to be considered with respect to broad areas which are considered by institutions of

higher education while defining organizational environment and talent retaining strategies.

HYPOTHESIS

Hypothesis: There is a significant impact of factors of organizational environment on management and retention of talented faculty members of higher education institutes.

RESEARCH METHODOLOGY

The research design to begin with will be exploratory one which after framing of hypotheses becomes causal research. Causal research design is used to identifying causes, figuring out why things happen, is the goal of most social science research. In this research also such causal research is to be used to identify effect on potential academic talent of the various talent management practices.

TOOLS OF DATA COLLECTION

A structured questionnaire is used in research which includes items designed on 5 point Likert's Scale to collect primary data from the sample.

METHODS OF DATA COLLECTION

For the study in hand, both the primary and secondary data was collected. The sources of collecting both the data is as follows:

- Sources of Primary Data: The primary data for the study was collected directly from target respondents through structured questionnaire. This questionnaire includes the personal information about the respondents. The questions asked to respondents were brand of the electronic product they had purchased, selection criteria for buying a particular product, main role player in purchasing the product, sources of information search, motives for selecting the product etc.
- Sources of Secondary Data: The secondary data for the study was collected from different sources such as technical and trade journals, articles, newspapers, magazines, internet, periodicals, books, reports and publication of associations related to consumer durable industry.

TOOLS FOR ANALYSIS OF DATA

Along with the usual statistical tools such as tables, percentages, ANOVA One way was used for analyzing the data which helps in arriving at sound conclusions.

RESULTS AND INTERPRETATIONS

The following criteria/factors were identified in study that affects creation of organizational environment in academic institutions of higher learning. These factors were studied against independent variables academic rank, experience in years and type of institution.

Criteria	Academic Rank	Experience in Years	Type of Institution
Organizational Leadership	0.555	0.053	0.064
Institutional Culture And Cohesiveness	0.002	0.000	0.000
Institutional Governance And Communication	0.000	0.000	0.000
Effective And Transparent Recruitment Policy	0.000	0.000	0.000
Career Developing Opportunities In Form Of Various Workshops/Seminars /Conferences	0.000	0.000	0.000
Academic And Learning Environment Of Organization	0.011	0.003	0.000
Effective Work Life Balance Policies In Terms Of Workloads,	0.000	0.000	0.000
Technological Environment,	0.046	0.000	0.000
Innovative Practices Encouragement,	0.008	0.025	0.000
Social Contribution Of Organization,	0.000	0.000	0.000
High standards of academic achievement	0.000	0.000	0.000
Focus on the needs and expectations of stakeholders.	0.000	0.000	0.000
Academic community involving academic staff, researchers and students commitment to research and academic development.	0.000	0.000	0.000
Integrated with regional systems playing a central role in the life of communities support for social, economic and cultural development.	0.004	0.002	0.000
Recognition of the social benefit of education to foster the values and to promote social mobility and social justice.	0.000	0.000	0.000
Internationalization by engaging in the development of an international knowledge economy by international cooperation in research and academic development.	0.000	0.000	0.007

It was found in the study that all the factors of organizational environment studied in research work are found to have significant impact on the faculty retention.

IMPLICATION OF THE FINDINGS

The objective of this research study was, as stated above, to identify the organizational environmental factors influencing the management and retention policies of high academic talent to the institution, which has been done by studying in depth the available secondary data, which gave five independent variables that are used in collection of primary data. The second objective of the research was to study the impact of all these factors affecting faculty retention of the consumers, along the three dimensions: the academic rank, the type of institution and the experience in years. The data collected and ANOVA test has been done on the data to interpret the results based on above study as shown above.

It was found in the study that the null hypothesis framed after the detailed literature review regarding factors of the organisational environment has been rejected and hence, alternative hypothesis is accepted.

CONCLUSION

The organizational environment plays a crucial role for faculty member working there. There are a number of factors such as infrastructure of institution including ICT, library facility, technological environment, academic and learning environment, the contribution of institution in development of societal and regional development. The work life balance and research opportunities, the academic and research achievement along with quality teaching environment all are have a significant impact on faculty members of higher education institution. The results reveal that all the factors of organizational environment must be taken into consideration by framers of policy for talent management and talent retention in institutes of higher learning.

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