

# Career Growth and Retention A Study Among Faculty Members in Self-Financing Colleges in Kerala

Chinju CJ, Research Scholar, School of Management and Entrepreneurship, Kerala University of Fisheries and Ocean studies, Panangad, Kerala, India. chinjucj@gmail.com

C.K.Madhusoodhanan Head of the Department, Management Studies, SNGCE, Kadayiruppu, Ernakulam, Kerala, India. ckmadhu2000@gmail.com

**Abstract:** Employee retention is a complex issue faced by numerous organizations today. Most higher education institutions, especially professional institutes and colleges are able to develop the needed skills in students for success in the working world, experience shows that the management of upcoming technical and management institutions has failed to be just and fair in the treatment with their faculty members, leading to high faculty turnover. In this research paper the researcher is trying to find out if there is any relationship between the career opportunities provided by the self-financing colleges and retention of the teaching staff. The data was collected using pretested structured questionnaire from a selected sample of faculty members of self-financing colleges. This study is done among the teaching staff of self-financing colleges in Ernakulam district in Kerala, India. Here a chi square analysis is done to test the hypothesis. The researcher took five variables for the study say career enhancement, FDP opportunities, Article publication, Paper presentation and intellectual development programmes.

**Key words :** Career enhancement, Career growth, Employee retention, employee turnover, Higher education institutes, Self-financing colleges

## I. INTRODUCTION

Employee retention is an intricate issue faced by several organizations today. With our aging population, labour shortages and unemployment rates going toward all-time lows, attracting and maintaining top talent is becoming a significant concern for many employers (Evans & Kaye, 2003) [7]. The three pillars of any higher education institution are: quality of faculty, infrastructure facilities and learning environment. With the increasing demand-supply gap, organizations are facing immense war for talent. Like business and industry, education field too is discovering the need for talent so as to meet the new quality standards demanded by the society and is also facing leadership crisis. While most higher education institutions, especially professional institutes and colleges are able to develop the needed skills in students for success in the working world, experience shows that the management of upcoming technical and management institutions has failed to be just and fair in the treatment with their faculty members, leading to high faculty turnover (Maheshwari, 2012) [12]. Studies have shown that many factors influence employee retention and morale; these include effective communication, employee recognition and an environment that inspires learning, creativity, innovation, flexibility and learning. (Evans & Kaye, 2003) [7]

## II. STATEMENT OF THE PROBLEM

The self-financed institutions are always in a faculty crunch either due to occupational migration of faculty members from academics to the core industry for their better career prospects in terms of growth and compensation, or failure of management of these institutions to be just and fair in the treatment of their faculty members, or lack of support for union formulation activities, leading to more of exploitation by their employers, or decision for undertaking further higher studies, or family constraints and so on and so forth.

This article is a research paper which the researcher is trying to find out if there is any relationship between the career opportunities provided by the self-financing colleges and retention of the teaching staff. This study was done among the teaching staff of self-financing colleges in Ernakulam district in Kerala, India. The researcher took five variables for the study say career enhancement, FDP opportunities, Article publication, Paper presentation and intellectual development programmes.

## III. OBJECTIVES

- To understand the relationship between career growth and employee retention among the teaching staff in self-financing colleges

- To analyze if career opportunities are factors which affect employee retention

#### IV. RESEARCH METHODOLOGY

Both Primary and secondary data are used for the study. Primary data was collected with the help of pretested structured questionnaire from a selected sample of faculty members of self-financing colleges. Secondary data was collected from published books, periodicals, articles, reports and official documents of the central and state governments and the self-financing colleges in Kerala. Simple statistical tools are used for conducting analysis. The analyzed data is presented through tables. Chi square test is used to find the relationship between employee retention and the variables that are selected to analyze the career development in self financing engineering colleges in Kerala. The variables used in this study are employee retention, career enhancement, FDP opportunities, Article publication, Paper presentation and intellectual development programmes. Pearson's chi square test is done with the variable employee retention with all the other five independent variables and the result analysis is done by proposing hypothesis.

##### A. Sampling Design

A multi stage stratified random sampling was used for data collection of this study. In Kerala, Ernakulam district is having the greatest concentration of self-financing institutions belonging to all categories. Hence Ernakulam district was selected as the area of the study. There are 111 self-financing colleges in Ernakulam district including the medical colleges and nursing colleges (M G University, 2015; DTE Kerala, 2015; Kerala University of Health Sciences, 2015; Cochin University of Science and technology, 2015) [2], [3], [8], [9] [10], [11]. It includes 42 arts and science colleges, 26 engineering colleges, 12 nursing Colleges, 3 medical colleges, 21 training colleges, 2 law colleges, one ayurveda college and 4 dental colleges. Among them, management courses like MBA and PGDM are included either in arts and science colleges or engineering colleges as per the university list. Since the salary and other terms of service of the teachers of the medical colleges are not comparable to that of other colleges they are excluded from the study.

Further, all these self-financing colleges are clustered into two categories, namely Arts and Science and Engineering colleges. Thus, arts and science colleges, training colleges, and law colleges are together considered as arts and science colleges and engineering colleges are taken separately. Thus there are two groups, namely, arts and science and engineering, that is, 65 arts and science colleges and 26 engineering colleges. These 91 colleges are again subdivided into colleges having less than 20 teachers, greater than 20 but less than 50 teachers, greater than 50 but

less than 100 teachers, greater than 100 teachers but less than 150 and greater than 150 teachers. Giving proportionate representation to each group 335 faculty members were selected as sample from the randomly selected colleges from these groups.

Arts and science colleges with less than 20 teaching faculty members is 36, from which 12 colleges and 48 samples were selected at random. Similarly there are 24 colleges with more than 20 and less than 50 teachers from which 8 colleges were selected with a sample of 64. There are 8 arts and science colleges with more than 50 teachers from which 3 colleges and 45 samples were selected. Among the engineering colleges, the colleges with less than 100 teachers is 11 from which 4 colleges and 72 samples were taken. From the 10 colleges with more than 100 teachers but less than 150 teachers 80 samples were collected from 3 colleges There are 4 colleges with more than 150 teachers from which 28 samples were collected from one such college. Thus, altogether 157 samples from arts and science colleges and 177 samples from engineering colleges were selected for the study.

#### V. LITERATURE REVIEW

(Rachit Gupta, Hemant chauhan and Palki setia, 2013) [14] together had done a study on faculty retention in b schools and in their studies they say that the phenomenal growth of Indian industry over last two decades has resulted in increasing demand for efficient business managers from business schools. To this fact everyone would agree that —Teachers create managers through their excellence and until and unless the business schools could not think of motivating, managing and retaining talents so how can faculties think of doing innovations, research and creativity in terms of quality under excellence. Presently, the biggest challenge faced by technical educational institutions in India is the acute shortage of qualified and competent faculties. Retaining talents is not the choice of employers but is also the need of time as management education is already at risk running with talent crisis. Therefore the study has made an attempt to present faculty retention as a major HR issue in business schools.

According to (Garcia, 2015) [6] the possible reasons of employees leaving the college are better career opportunity, insufficient compensation and benefits, opportunity to join government sector and lack of career improvement, aggressive recruitment by competitors, poor management and lack of positive recognition. He concluded his study by proposing an employee retention model reflecting specific retention measures in the zone of compensation and benefits, employee engagement, performance management, retention measures, career development and compensation and benefits. This study was a descriptive research study among the faculty and non-faculty members of one of the

branches of a young and fast growing private college in Kingdom of Saudi Arabia.

In a study conducted at the College of Health Sciences, Addis Ababa University, during the period of September 1991 to August 2011 Hailu, Mariam, Fekade, Derbew, and Mekasha (2011) [4] says that outflow of faculty has been continuously increasing in the period reviewed. This implies that the College had been losing highly skilled professionals with considerably higher costs in monetary terms. In this regard, different motivation and retention mechanisms should be identified and implemented. Various modalities of faculty development programs should also be initiated.

Agarwal and Nagar (2013) [1] opined that many fold expansion in institutional capacity in higher education has enhanced enrolment ratio from less than 1% in 1950 to about 15% in 2012. . He says that in today’s fast changing economy, faculty members thrive for professional growth and development, not just salary, to secure better positions in future. The findings of their research presents the concept of Human Sigma within educational context, stating that a contended faculty is a source of students’ satisfaction, but for this purpose, faculties need to be retained and satisfied.

Reddy and Rekha (2014) [15] opined that Employee Retention is one of the crucial challenges faced by private educational institutions in Andhra Pradesh. Unless there is a deliberate and serious effort from the management towards this direction, the competitors in the Educational Sector are likely to attract and snatch the talent already nurtured in the intuitions’ over a period of time.

Muchemi, Kanja, Kwasira Josephat, Karanja and Wanderi (2014) [13], studied sought to determine the influence of organizational support on turnover of secondary school teachers in Naivasha sub-County. TSC policy is the moderating variable and, as such, influences how career development opportunities affect the turnover of secondary school teachers. The career development opportunities moderately enhance the turnover of teachers in secondary schools. This is due to the argument that career development enables teachers to be too skilled and qualified to be retained by secondary schools; and as such is likely to leave for other institutions and all organizations where their hitherto qualifications will be commensurate to the new job demands and remuneration.

## VI. ANALYSIS

### A. Career growth and Employee retention

For identifying if career growth is a reason why employees are retaining in the organization, Five variables related to career growth prospects were included in the schedule to examine the relationship between career growth prospects and rate of employee retention. The relationship of each of

these variables on employee retention was analyzed with chi square test and the results are examined in the following pages.

Prospects for career enhancement in the present organization will influence the decisions of employees to continue in the organization. This was examined with the following hypothesis.

H0: There is no significant relationship between career growth and retention of faculty members of self-financing colleges

H1 : There is significant relationship between career growth and retention of faculty members of self-financing colleges

### B. Career enhancement and Employee retention

Career enhancement is treated as one among the important reason for employees to retain in the organization. It was hypothesized that there exist a strong association between the career enhancement and employee retention. The hypothesis to be tested is as follows

H0: There is no significant relationship between employee retention and career enhancement

H1: There is a significant relationship between employee retention and career enhancement

The hypothesis was tested with a chi square test of independence. The results are given in the following table

**Table1: Chi-Square Tests on Career enhancement And Employee Retention**

	Value	Degree of	Asymp. Sig. (2-sided)
Pearson Chi-Square	79.567 <sup>a</sup>	16	.000
Likelihood Ratio	74.526	16	.000
Linear-by-Linear Association	12.931	1	.000
N of Valid Cases	333		

a. 7 cells (28.0%) have expected count less than 5. The minimum expected count is 1.35.

Source : Primary data

The chi square value at degrees of freedom 16 is 79.567, where the p value is  $000 < .05$ . However there is a violation of the assumption that the cells having expected count less than 5 should be less than 20%. Here it is 28 %. Hence we looked at the likelihood ratio which is also significant at 5% level. Therefore we reject the null hypothesis and the alternate hypothesis is accepted.

### C. FDP Opportunities and Employee retention

Participating the FDP improves the knowledge level of the faculty. This gives them better chances of career growth. The policies of the management plays an important role in sending the faculty for FDP. This factor which is likely to influence the employee retention was also analyzed with the following hypothesis.

H0: There exist no significant relationship between FDP opportunities and employee retention

H1: There exist a significant relationship between FDP opportunities and employee retention

The results are shown in the following tables

**Table2 : Chi-Square Tests on FDP Opportunities and Employee retention**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.135E2 <sup>a</sup>	16	.000
Likelihood Ratio	115.119	16	.000
Linear-by-Linear Association	3.544	1	.060
N of Valid Cases	333		

a. 5 cells (20.0%) have expected count less than 5. The minimum expected count is 2.52.  
Source : Primary data

chi square value 1.135 E 2 (16); p value as .000<.05 Here again the null hypothesis is rejected and we conclude that there is evidence for the association between employee retention and FDP.

### D. Article publication and Employee retention

The number of articles published by a faculty member points towards the extent of research work that he is involved in. The research articles published in journals with high impact factor will bring merit points to the employee and thus it will bring career prospects to both in the existing organization and in the future organization that he is likely to get into. Thus, the experience of the respondents regarding research articles publications and employee retention was also examined in the study. The collected data was analysed using the following hypothesis

H0: There exists no significant relationship between article publication and employee retention

H1: There exists a significant relationship between article publication and employee retention

The hypothesis was tested with chi square test of independence and the results are as shown below

**Table 3: Chi-Square Tests on Article publication and Employee retention**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.760 <sup>a</sup>	16	.001
Likelihood Ratio	43.141	16	.000
Linear-by-Linear Association	.783	1	.376
N of Valid Cases	333		

a. 3 cells (12.0%) have expected count less than 5. The minimum expected count is 2.16.  
Source : Primary data

The results shows a chisquare value of 40.760(16);p=.001. Thus there is a strong evidence to conclude that the association between encouragement given by the management on article publication which leads to career growth and employee retention.

### E. Paper presentation and Employee retention

If the management encourages the faculty member to present papers in the national and international conferences and seminar it will add to the career growth prospects of the employees. Thus, if the management encourages the paper presentations with duty leave and participation fee. Faculty is likely to continue in the existing organization. Data to this effect was collected from the respondents and analyzed with the following hypothesis

H0: The employee retention is not significantly associated with encouragement to paper presentation and using innovative teaching methods

H1: The employee retention is significantly associated with encouragement to paper presentation and using innovative teaching methods

The above hypothesis was tested with the chi square test of independence and the result are shown below

**Table 4 : Chi-Square Tests on Paper presentation and Employee retention**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	67.966 <sup>a</sup>	16	.000
Likelihood Ratio	73.072	16	.000
Linear-by-Linear Association	2.311	1	.128
N of Valid Cases	333		

**Table 4 : Chi-Square Tests on Paper presentation and Employee retention**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	67.966 <sup>a</sup>	16	.000
Likelihood Ratio	73.072	16	.000
Linear-by-Linear Association	2.311	1	.128

a. 5 cells (20.0%) have expected count less than 5. The minimum expected count is 1.62.

Source : Primary data

Thus the null hypothesis is rejected. Paper presentation and using innovative teaching methods have a significant relationship with the employee retention.

### F. Intellectual Development Programme and Employee retention

Intellectual development programmes offered by the management will improve the caliber of the faculty which will eventually lead to their career growth. Therefore, IDP is one factor which is likely to lead to retaining employees in the organization. This factor of employee retention was analyzed with the following hypothesis

H0: There exist no significant relationship between intellectual development programmes offered by the colleges and employee retention

H1: There exist significant relationship between intellectual development programmes offered by the colleges and employee retention

The chi square test is conducted to examine the relationship gave the following results

**Table 5 : Chi-Square Tests on Intellectual Development Programme and Employee retention**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	95.842 <sup>a</sup>	16	.000
Likelihood Ratio	106.159	16	.000
Linear-by-Linear Association	.621	1	.430
N of Valid Cases	333		

**Table 5 : Chi-Square Tests on Intellectual Development Programme and Employee retention**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	95.842 <sup>a</sup>	16	.000
Likelihood Ratio	106.159	16	.000
Linear-by-Linear Association	.621	1	.430

a. 4 cells (16.0%) have expected count less than 5. The minimum expected count is 2.52.

Source : Primary data

From the above five tables we can conclude that the five variables, enhancing career development, providing FDPs, encouraging article publications paper presentation and innovative teaching methods and intellectual development programmes of career growth and advancement gives significant results.

### VII. CONCLUSION

Previous researches shows that individuals tend to stay longer where they are experiencing personal and professional growth. People will not stick on to an organization unless they found a room to grow therefore one efforts from the top level is to be taken to improve the career growth. The organizations which actively partner with their employees to align career direction with the organization's goals are realizing better retention rates. Employees actively involved in their personal development report more satisfaction with their work and tend to stay longer with the organization. (Gaffney, 2005) [5]. The results from this study show that career growth and advancement are key factors in retaining employees. Therefore, it is very important for management to develop a retention strategy that addresses career growth and advancement as major factors. So we can conclude that the employee retention is influenced by factors affecting career growth and advancement.

### VIII. FINDINGS

If proper appreciation should be given to the employees based on their career prospect it should definitely improve the retention rate and thus the quality of teaching. The chi square test done in between the variables of career growth and enhancement and employee retention gives the result that employee retention is influenced by factors affecting career growth and advancement. An opportunity given for the career growth of the employees shows employees that you value them for the work they are able to do now as well as what they might be able to offer your organization long-term.

## IX. RECOMENDATIONS

The teachers in self financing colleges in Ernakulum district, Kerala are of the suggesting that the career opportunities given by the colleges are having very high impact on staying in that organization for more time. The more the career development opportunities, the more the employee retained in the organization, hence more career development programmes like opportunities for FDP , article presentation, paper publication, Innovative teaching methods, intellectual development programmes etc should be provided.

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