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## RESEARCH ARTICLE

### TRAINING AND DEVELOPMENT: A KEY VARIABLE TO FACULTY RETENTION

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#### ABSTRACT

Talent management is the systematic attraction, identification, development, engagement/ retention and deployment of those individuals with high potential who are of particular value to an organization. Management education in India is considered as professional education and hence it comes under the purview of AICTE which is a regulatory and quality maintenance body of Govt. of India. The guidelines for faculty recruitment are prescribed but their other service related benefits are not ensured by the promoters of these institutions. Moreover only few institutions adhere to the norms laid by government bodies and most of the institutions refrain from following them. These organizational conditions lead to faculty turnover intentions that cause serious damage to management education and its quality and credibility. Faculty turnover as an education problem has received more attention recently as business schools failed to attract and retain talented faculty members which resulted in deteriorating the quality of business education. The present research is an attempt to find the relation between training and development and faculty retention. The study implies that training and development as an important human resource factor for the retention of faculty members in self-financed institutions offering professional education like management programme.

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#### INTRODUCTION

Talent management is fast gaining a top priority for organizations across the world. The various aspects of talent management are recruitment, selection, on-boarding, mentoring, performance management, career development, leadership development, replacement planning, career planning, recognition and reward (Romans and Lardner, 2006; Heinen and O'Neill, 2004; Scheweyer, 2004). Talent has become the key differentiator for human capital management and for leveraging competitive advantage. Talent management is the systematic attraction, identification, development, engagement/ retention and deployment of those individuals with high potential who are of particular value to an organisation. According to Blass (2008), talent management can be defined as "the additional management, processes and opportunities that are made available to people in the organization that are considered to be talented". Industries such as education, consulting and other professional. Talent management pertains to making an investment in people development, by identifying talented individuals to develop for

leadership roles in the organization/ institution (Gay and Sims, 2006). Talent management is the systematic effort to recruit, develop and retain highly productive and promotable employees or human resource (Rothwell and Kazanas, 2003). Talent management pertains to making an investment in people development, by identifying talented individuals to develop for leadership roles in the organization/ institution (Gay and Sims, 2006). Talent management is the systematic effort to recruit, develop and retain highly productive and promotable employees or human resource (Rothwell and Kazanas, 2003). Management education in India is considered as professional education and hence it comes under the purview of AICTE which is a regulatory and quality maintenance body of Govt. of India.

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## Objectives of the study

- To explore the attitude of faculty towards retention in business schools.
- To find out how Training and Development is related with retention.

**Hypothesis:** Training And Development is positively correlated with retention.

## Research Methodology

The methodology used to achieve the desired objectives are as follows

- **Nature of Study:** Field Study
- **Research Design:** Correlation design
- **Sample size:** sample of the study comprises of 200 faculty members employed in business schools. The data was collected from 25 management institutions located in and around Lucknow the capital of largest populated state of India.
- Training & Development have been defined in several ways by different authors. The main idea that each one of them highlighted in their studies is the workforce capability enhancement. Nadler & Nadler (1991, as cited in Kumpikaite & Sakalas, 2011) identified Training and Development as the components of the human resource development (HRD) model. The same authors Nadler & Nadler (1970, as cited in Khan, Khan, & Mahmood, 2012) have defined HRD to be a system or an assortment of such activities that enable organizations to add to the worth of their workforce by bringing behavioral reforms through training, development, and education within a specified time period. Thus, T & D help building and strengthening the work related attributes of the human resource (workers or employees) in any organization. Moreover, in training there is a specialist who delivers the understanding about the expertise required for enhancing the job proficiency keeping in view both present and future job related skill requirements (Saleem et al., 2011). Hence, we may say that T & D is a more logical and organized way of improving the skills, knowledge, and attributes needed by the workers to better fulfill their job tasks Although Training & Development have been taken as one for sake of simplicity in this
- Employee training and development implies a program in which specific knowledge, skills and abilities are imparted to the employees, with the aim of raising their performance level, in their existing roles, as well as providing them learning opportunities, to further their growth.
- Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programs. In the modern workplace, these efforts have taken on a broad range of applications—from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other

aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training, are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses. "Create a corporate culture that supports continual learning," "Employees today must have access to continual training of all types just to keep up". If you don't actively stride against the momentum of skills deficiency, you lose ground. If your workers stand still, your firm will lose the competency race."

- for the most part, the terms "training" and "development" are used together to describe the overall improvement and education of an organization's employees. However, Fwhile closely related, there are important differences between the terms that center around the scope of the application. In general, training programs have very specific and quantifiable goals, like operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. Developmental programs, on the other hand, concentrate on broader skills that are applicable to a wider variety of situations, such as decision making, leadership skills, and goal setting.

**Attitude towards Retention Scale:** This Scale was also developed by the researcher. It assesses the attitude of faculty to remain in the job. The scale has four items. Cronbach alpha and item test correlation were obtained which assures its reliability and validity. The higher the score, the lesser the retention of faculty.

As per our sampling plan total of 200 responses were collected with our predesigned questionnaire and processed with SPSS 20 version for the purpose of checking the reliability which has yielded the results given below. The processed tables show the Alpha value of all the responses under work environment that were asked with faculty respondents has shown value, which is greater than the standard value 0.60. This outcome value shows higher reliability of the variable under study.

**Table 1. Reliability Statistics**

Human Resource Factors (HR Factor)	Cronbach's Alpha	N of Items
Training and Development	.926	5

**Table 2. Tabulated Mean, standard deviation**

Constructs	Measurement Items (code)	Mean	Standard deviation
Training Development	HTD	3.94	.65
	HTD2	2.17	.62
	HTD3	4.80	.51
	HTD4	2.94	.58
	HTD5	4.11	.63
Retention	RET1	4.32	.632
	RET2	4.28	.626
	RET3	4.34	.565
	RET4	2.19	.810

**Data analysis and interpretation:** Table 2 shows the mean values of each item and the standard deviations has been shown which gives a glimpse of total responses of the factor of the study and item that is supposed better. For all of the items the maximum score that could be obtained by respondents was

five indicative of strong agreement while the minimum score obtained could be one indicative of strong disagreement score of three indicates the neutral category.

**Correlation Analysis:** In our study correlation coefficient will explain the degree of correlation between dependent and independent variables which will facilitate us to draw some meaningful conclusions.

The results are summarized in the table below:

**Pearson Correlation between major study Variables (n=200)**

**Table 3. Correlation of Training Development with Retention.**

		RET	HTD
RET	Pearson Correlation	1	
HTD	Pearson Correlation	.540	1

The above table shows that the variable Work Environment is positively correlated with retention of faculty. The magnitude of most of the correlations is quite large and reaches the level of significance, that represent that faculty members would like to stay in the organisation if they are provided proper Training and Development. They remain in the organisation and have high aspirations for academic contribution to the institution of management studies. Hence it is a matter of great concern to the higher education department in general and professional education like management studies in particular that the initial phase of expansion of intuitions has gone, now the quality phase of education has come which should be recognised by all important stake holders (students, faculty members, parents etc.) government and society at all. The above result helps us to retain hypothesis stating "Training and Development" will be positively correlated with retention.

**Analysis of Variance:** From the table 4, it can be concluded that means are not equal because here p-value is .002 which is less than .05, the assumed level of significance.

**Table 4. Training Development and Retention ANOVA**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.183	3	.394	2.755	.001
Within Groups	30.354	212	.143		
Total	31.537	215			

Therefore, the null hypothesis is rejected. This means that retention rate differs from recognition's items i.e. he institute keeps holding FDP's for development of faculties, The institute sponsors Research Projects. For encouraging growth of faculties, he institute holds Seminars and Workshops, the institute encourages faculties to attend Refresher Courses. The above table is the output reports of an analysis of variance (ANOVA). "F-ratio" represents the ratio of the improvement in prediction that results from fitting the model, relative to the inaccuracy still exists in the model (Field, 2005). From the table we can see, F is 2.755, which is significant at p (sig.) value <.005, i.e. 0.001 < 0.005. This result tells us that there is less than a 0.5% chance of F-ratio being this large.

Therefore, the regression model significantly improved our ability to predict retention (outcome, or predictor variable).

### Major Findings

The major finding related with each practice is mentioned below in terms of their relative importance. All the Human Resource factors and organizational factors are positively and significantly correlated with each other. The variable used in the study i.e. Training and Development is positively correlated with retention of faculty.

**Training and Development** which is a human resource factor has also been found to be an important predictor of faculty retention (b=0.319). The analysis of variance suggests that means are not equal because here p-value is .002 which is less than .05, the assumed level of significance. This means that retention rate could differ from Training and Development items i.e. I am recognized and respected because of my institute, Institute carries a brand image with me, When I am recognized I feel proud of my job, I get preference and privileges at my institution and my institute is well recognized in the state.

**Implications of the study:** The present research study would be useful to all the management professionals in human resources area in general and to the promoters and managers of educational institutions in particular. The research findings would suggest the professionals and administrators of educational institutions as how to manage their vital human resources i.e. the faculty members, how to get maximum output in the form of students satisfaction, satisfaction of faculty members and improved the academic environment. The finding of the study imply that the Training and Development is one of the important human resource factor for the retention of faculty members in self-financed institutions offering professional education like management programme.

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