Effectiveness of Recruitment Process and Talent Management with reference to Higher Education Institutions in India

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Abstract

Talent management is connected to the process of attracting, recruiting, and retaining academic members and slowly gaining importance in Higher Education Institutions (HEI). The faculty of any institution determines itsfuture. The talent of individuals that an educational institution is able to recruit and keep on staff is related to various institutional or organisational attributes such as the infrastructure, faculty development programmes, performance management, etc.High turnover rate is the major of challenges faced by HEI. The unexpected disappearance of the existing workforce can have a detrimental effect on the academic planning and structure that were previously in place in any institution. As a result, it is important that institutions establish and implement processes so as to compete successfully in the market so that they may recruit and retain the finest faculty talent for themselves. Hence, acquiring new teachers and developing strategies for employee retention is undoubtedly are most crucial for talent management. The present study is a preliminary investigation to know how talent management is understood by the faculty members of management institutions in Pune, India by using survey method. In the process, we have to tried to know if there is any relationship between the employees' overall satisfaction for their organisation and employees' intention to stay. The results indicated that the faculty members understood talent management from the perspectives of organisation's role to provide environment and compensation so that they can stay in the job for longer periods. Respondents were significantly dissatisfied with the organisation's promotion policies and faculty development programmes. However, the overall satisfaction did not influence the employee's intention to stay.

Keywords: Talent Management (TM), Recruitment Process, Overall employee satisfaction, Employee retention, Higher Education Institutions of India

Introduction

As a result of globalisation and advances in information technology in

the 21st century, there has been an increase in the need for talent management (TM) on a worldwide scale. Even India has not been able to avoid being impacted by the transformation that is so desperately required for effectively managing human resources, which are now more often referred to as human capital. The manufacturing industry in India has started to take steps toward the application of TM strategies in order to better manage their people resources and stay competitive in their respective industries. However, it is quite disappointing that our country's higher education system, which plays an essential part in the growth of the nation's human resources, has not yet been able to effectively promote and carry out the concept of TM. This is a major wasted chance for our nation (Riccio, 2010). One may make the case that higher education institutions in India are struggling with problems related to a lack of available talent and the retention of faculty members. This is occurring as a result of the majority of institutions' inability to comprehend the extensive facets of TM, as well as its appropriate application and it's advantages. There is reluctance on the part of institutions to acknowledge that its faculty members are their most valuable cognitive assets and human capital (Perwej, 2012). and play a key part in the growth of the institution. They are essential in preparation and development of the students, who are future pool of potential for the country. Hence, it is the primary obligation of the educational institutions to preserve these intellectual treasures.

Figure 1: Talent management and higher education performance
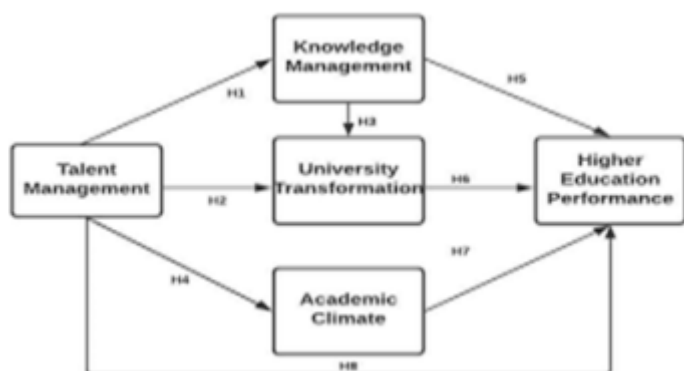
It can be said that the growth and success of a nation are dependent on its educational establishments, since these institutions explain a lot about the development of the younger generations of the nation and aid in directing the young people's energy into productive initiatives. This helps the academic institutions clear the way for the advancement of the nation. The growth of a country's human capital may be facilitated by the establishment of suitable programmes for the management of talent inside the nation's educational institutions of higher learning (Sanyang& Huang, 2008). According to the significant delivery and instrumental advancement, the change will make skill development among the nation's younger population more effective. It is necessary for educational institutions to place a primary emphasis on the growth and maintenance of their teaching staff by putting into place efficient talent management strategies. Only in this way can the quality of higher education be improved upon and preserved (Sevier, 2008). In order for the institutions to continue to be competitive and match global standards, they need to adopt new models and strategies to cultivate, keep, and empower their people resources. Existing human resource practises at India's higher education institutions require that they're rethought and revitalised.

The findings of the study carried out by the following writers provide strong support for the ideas presented above. According to Well (1991), Cornesky (1991), and Chen et al. (2006),India is trying to compete in a globalised economy in fields that require highly qualified professionals; thus, the level of higher education has become extremely important". The expertise that students will get as a result of their participation in higher education is, to a considerable degree, contingent on the effectiveness of the faculty, both in their roles as instructors and as scholars(Sherwood, 2008; Tambunan, 2009).. Educational institutions are not only responsible for the production of highly skilled and progressive manpower, which is required for the political, economic, as well as social modernization and advancement of our country, but they are also responsible for shouldering the accountability of advancing our nation resourcefulness, dynamism, and intellectualism. The educator is the linchpin of the academic process, the one which is ultimately responsible for the creation of humanity, as well as the architect of culture.

Education as well as the people who provide it are two of the most significantaspects in the development of a country. It is precisely in this regard that the function of educators takes on importance in the process of moulding society and ushering in ground-breaking shifts in the growth of the nation's infrastructure. It is possible for an institution to garner a reputation as a desirable place to work if it has an excellent teaching staff and a stimulating atmosphere in which high standards of academic achievement are maintained and encouraged (Rastgoo, 2016). Consequently, a higher education establishment has to have the ability to cultivate and deploy faculty members who are able to explain the institution's passion and vision, as well as the pleasure of the institution's students. The working environment at universities is made more pleasant by the faculty members who serve as internal consumers, has specified that "Everywhere, higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skill based training, enhancement and presentation of quality in teaching, research and service, relevance of programmers and employability of graduates."

Talent Management Procedure

The goal of every organisation that manages its talent effectively is to guarantee that it has the appropriate people at the right moment who have the appropriate skills. To be able to adapt to the changes that are occurring in their respective markets and business environments, professional firms will need to determine the kind of staff as well as the skills that they will need in the future. It is possible that these will be very different from those that were needed in the past. The first step toward successful employee retention is effective recruitment. With the goal of cultivating talent in mind, it is necessary to assign assignments that will test one's abilities while also contributing to increased productivity in one's job (Tyagi et al., 2018). Analysis of essential roles, as well as the turnover risks involved with those positions, as well as competency- and behavior-based selection process that complement the retention strategy and the company's objectives, may be necessary elements of successful recruitment.

There are four primary aspects that should be considered while locating talent in the workplace.

- The term "performance" refers to how well people are carrying out their responsibilities in their present roles, as well as the outcomes that have been accomplished while working in those roles.

- The potential of an individual is evaluated to assess whether or not they have the ability to achieve at a point or levels higher than their present job.

- Readiness is a measurement that determines an employee's capacity to take on additional responsibilities.

- Fit, evaluate the personnel to determine whether or not their capabilities are suitable for the problems that the company will face in the future and to see if their leadership attributes are compatible with the culture of the business.

Effective measures in Talent Management

This section provides a comprehensive explanation of effective measures for acquiring talent with respect to higher educational institutions. Figure 2 presents a pictorial description of what talent management practices comprises of to be effective.

Figure 2: Effective Measures in talent management
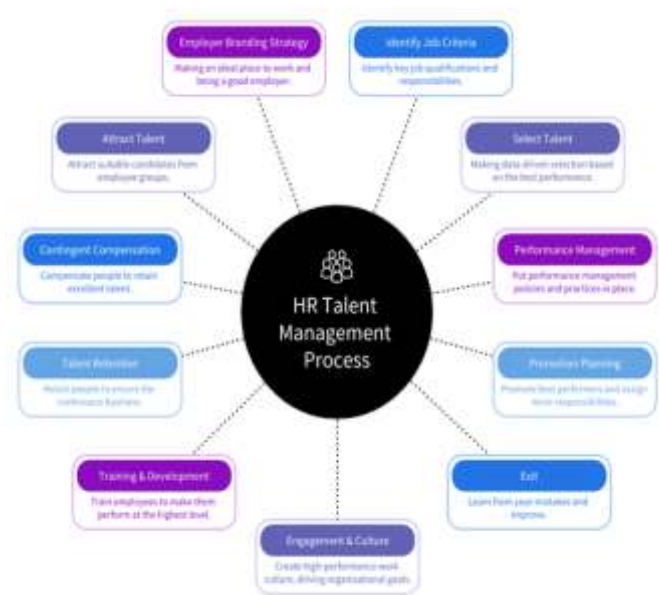
Appointment of Efficient Heads of Department

There is general saying that "workers do not quit poor companies but leave incompetent managers." In order for the members of the faculty to provide their best effort, the departmental heads should serve as a source of motivation for them via their characteristics as leaders (Bibi, 2018). The qualities of leadership and management possessed by the heads need to be such that they enable the members of the faculty to be more self-motivated in their efforts to fulfil the objectives of the organisation.

Recreational facilities

The importance of pleasure for faculty members, such as sports, indoor activities, and numerous groups, cannot be overlooked when it comes to the need for mental and physical relaxation. The members of the faculty have the opportunity to refresh themselves in order to prepare ready for greater challenges as well as think creatively.

Participation of faculty members in decision making

It is crucial that all of the faculty members have the opportunity to take part in the process of making decisions about significant policies. This may be accomplished via the use of Brain Storming sessions, which help to foster a feeling of belonging.

Effective recruitment process and motivation for exceling

Some of India's higher educational institutions do practice some kind of talent management, but not to the required level, and this begins with the hiring process. Qualifications as well as a short demonstration are frequently used to determine whether or not a faculty member have the capacity to instruct and train students. During the interview process, the other traits and welfares of a potential faculty are ignored for a variety of causes. In addition, after they are hired, their immediate supervisors continue to ignore these qualities and interests. Because of this, the organisation is at a great loss because the assistancesand enthusiasm of a faculty member are not encouraged to the optimal level. Gradually, the academic staff who have dynamism and revolutionary concepts to train and prepare the younger generations either leave the organisation or restrict

themselves to the chore that has been assigned to them (Baqutayan, 2014).. In order to circumvent this obstacle, there need to be a system in place that allows for the investigation of the many different abilities held by a member of the faculty and the directing of those skills in the appropriate manner so as to accomplish beneficial outcomes. The process may take the shape of brainstorming sessions, clubs, meetings, or any number of other approaches that are appropriate for educational institutions.

Exit interviews- Dedicated management team

Only members of management should conduct exit interviews with departing employees in order to get to the bottom of exactly why an employee is leaving a firm. This would undoubtedly be of assistance to the top brass in initiating the essential remedial steps that are required for managing the high rate of staff member turnover (Jyoti & Rani, 2014). It is common knowledge that an employee who is quitting an organisation is hesitant to disclose the truths about their departure to extra employee, such as the Human Resource manager or the department head. This is because the employee trusts that the information may not make it to management if it is disclosed.

Increments

Every year increment shall be equal to five percent or more of the sum of pay in the appropriate Pay Band as well as per theAcademic Grade Pay (AGP). This includes both the base pay and any applicable step increases. To reduce the likelihood of disagreements amongst members of the staff, the criteria for determining who gets an annual raise should include the proportion of students who passed a certain course (Kaur, 2013). Also, comments from students about a specific faculty member, and input from the department head should be considered.

Pay fixation

The salaries have to be determined in accordance with the criteria that were presented in the 6th Central Pay commission, as well as on an equal footing with those of the Central Government Technical instructors (Bethke et al., 2011; Khalid, 2019). The workers would get a significant boost to their morale as a result of this, discouraging

development of negative attitude towards organization or institution.

Allowances

Allowances like House Rent Allowance (HRA), Dearness Allowance (DA), Children's Education Allowance, Special Compensatory Allowances, Compensatory Allowances, Travelling Allowance (TA) Special etc., as relevant to Library staff, faculty members, and Physical Education Cadres, should be given.

Leave for Study

The faculty member or other cadre who is have low educational degrees must be encouraged to get higher certifications in the appropriate fields as early as possible and provisions for their leave must be made.

Vocation Leave for Teachers

It is advised that after six years of teaching, a faculty at an engineering college be granted a "vocation leave" for 6 months to work in industry to strengthen the interaction between professional education and the industry (Lavania et al., 2011). A teacher is only allowed to request such a leave of absence twice throughout the course of their whole teaching career.

Research Promotion Grant

Teachers as well as other cadres who are interested in conducting research in any field, including the fundamental suggestions of the 6th Central Pay Commission, should be eligible for appropriate "start up grants" under a scheme prescribed by the UGC and AICTE and accompanied by specific guidelines.

Review of Literature

According to the findings of the study byNakato et al. (2020) who investigated TM in Ugandan public health facilities. An empowering workforce, a stable work space, and career progression were shown to have a much greater influence on TM than the factors of organisational support and employee happiness. Even though job autonomy (JA) as well as personal value (PV) have a positive influence on turnover motivation (TM), executives in the health care business still need to understand the relevance of maintaining and nursing JA and recognising PVs in order to effectively improve TM.

Kaleem (2019) states that TM is an organization's capability to recruit, coordinate, and keep the most talented representatives available in the job market. In this investigation, a sample size of two hundred was subjected to a form of data collecting known as stratified data collection. In addition to descriptive statistics, correlation analysis was performed on the data that was gathered by the administration of a structured questionnaire. According to the findings of the research, TM has a direct influence on a variety of aspects of employees' jobs, including their motivation, creativity, sense of satisfaction, and level of competence. The author makes a number of insightful recommendations, some of the most important of which are as follows: a safe and clean working environment; the opportunity to advance in one's career; timely training and education opportunities; and so on.

In a cross-sectional study conducted by Mensah (2019) which aimed to discover the connection between talent management and perceived organisational support (PoS), sample of 250 talented staff members from banks of Ghana were included. The data was subjected to structure equation modelling (SEM) and other analytical methods. The findings showed that TM has some type of indirect impact on the perspectives and mentalities of brilliant workers whose positions of 'affective commitment and quit intent' are modified by PoS.

The purpose of Khoreva et al. (2017) study was to enhance both the theoretical and empirical understanding of the cycle via which talent management practise effectiveness (TMPe) effects high-possible representatives' duty to leadership competence development (LCD). SEM was used to examine the data that was collected from the 11 Finnish companies. Latest studies have shown a favourable relationship between TMPe and LCD, with gender as well as psychological contract fulfilment acting as mediators of this connection.

The study by Mangusho et al. (2015) on 2,500 employees of Del Monte, Kenya was conducted to determine the impact that talent retention has on employee performance (EP), as

well as how talent appeal affects ways of learning and advancement on EP in the well-known beverage industry of Kenya. " The findings of the research made it abundantly evident that continued employment fostered a feeling of drive in workers, which ultimately led to outstanding levels of productivity on their part. It was claimed that keeping the working environment appealing and pleasant would assure workerenthusiasm, which would in turn lead to improved performance.

Chitsaz-Isfahani and Boustani (2014) underlined the need for TM as masses of youngsters are streaming into human resource industries, which have made contemporary enterprises much more competitive and strategy-based. The relationship between TM, ER, and OT was investigated in this research. It was a descriptive research, and the participants were from the faculty and staff of an Iranian university The findings of the research revealed a favourable and substantial association between TM, ER, and OT when considered along each other and other factors like coaching and prior work experience, amongst others.

Onwuka et al. (2015) conducted a research on the relationship between TM and employee performance at selected public area enterprises in the Nigerian state of Delta. It was established that there is a substantial link that exists between TM and employee performance in selected private companies.

According to the argument made by Vural et al. (2012), TM is a necessary evil that is required by organisations in order for them to bring value to their authoritative achievements. The real challenge here was not to find new talent but rather to keep the talent because from the perspective of strategic management (SM), it is essential to have long-lasting, high, and sustainable performance, all of which are wholly dependent on the commitment of the workforce (EC). After running the collected data via SPSS with a sample size of 123 respondents, the findings revealed that TM and performance system had a good influence on EC.

Collings and Mellahi (2009) came to the conclusion that there were two genuine challenges encountered when conducting TM: first, the unclear definition of TM which is spoken about more but understood less, and second, the

conceptual limits of TM are too blurry. As a result, they decided to do this quantitative investigation, and devised a conceptual framework for strategic TM, in addition to elaborating a precise definition of TM. In addition to this, it offers managers advice on how they may more effectively deal with the difficulties they must overcome when doing TM.

In order to keep up with the advanced technological era and deliver efficient workforce, the role of talent management has been studied in the field of education too. Selvanathan et al. (2019) studied relationship between TM and performance, organisational culture and employee retention by taking a sample of lecturers from information technologydepartments of private institutions inKaulalampur, Malaysia. They found significant relationship of employee retention with the talent management practice of the university. Appau et al. (2021) while investigating the influence of talent management on performance of staff in Colleges of Education in Ghana identified the importance of innovative work behaviour (IWB) that positively influenced the predictive relationship between TM and the performance of staff. Innovative Work Behaviour (IWB) was recognised as the new modernistic, non-routine, out-o-the-box ideas and strategies as obtained from the employees for the advancement of the organisation as whole or the employees themselves. Talent management is not without challenges. Musakuro& de Klerk (2021) presented results of his study on South African public higher education institution (HEI) emphasizing on the challenges while implementation of talent management practices. It was found that employee planning, salary and incentives, training, recruitment process, and performance management were some of the factors that influenced the talent management practices negatively. So, developing TM strategies overcoming these challenges and employing improved techniques for talent management is stipulated.

Purpose of the study

The purpose of this study to investigate the basic understanding of talent management practices and the recruitment process among the faculty members of

management institutions through a questionnaire as well as one to one discussion. So, we have made an attempt to examine what influence the talent management practices of the institution and the recruitment process have on the higher education institution in Pune. In the process we aim to unravel the factors responsible for an effective talent management andrecruitment process. In addition, the role played by the talent management in higher education systems is explored.

The responses are then presented to reveal how institutional or organisational strategies are influencingemployee retention via talent management practices.

Research Methodology

Research Design

The research design used is descriptive. A total of 100 respondents were selected from the Nagar district, Pune and gathered from management institutions connected with the University of Pune.

Sample Size and Techniques:

Because of the limited amount of resources and time available, the size of the sample was purposefully restricted to a minimum. Non-random sampling, often known as convenience sampling, was the approach that was employed for this study's data collection. A total of 100 respondents were chosen for the survey.

Data Collection

A structured questionnaire consisting of multiple-choice questions was used. The researcher went around to the many colleges that were part of the University of Pune's network and handed out questionnaires, which researcher then collected after they had been filled out with the necessary information. Whenever he had the chance and feasibility, the researcher also met and had a discussion about the questions with the respondents.

Objectives of the Study

*   To have a better understanding of the concept of talent management.

*   To understand the level of satisfaction among faculty members for organisational attributes

Study Sample:

The participants in the current research were within the age range of 25 to 60 years old, and corresponds to the working categories (employed). The sample consisted of a combination of assistant professors, professors, and lecturers, and it was almost evenly dispersed throughout the academic hierarchical levels.

Result and Discussion

Demographic Variables

Demographic variables state the frequency and percentage of the respondents for variables such as gender, age and marital status. The Table-1 demonstrates that around 69 percent respondents are male and 31 percent respondents are female, where maximum respondents around 56 percent fall in the age group of 35-45 years. The sample is almost equally distributed among married and unmarried with none divorced.

Table-1 Demographic Distribution

Variables	Frequency (N=100)	Percentage
Gender		
Male	69	69
Female	31	31
Age (Years)		
25-35	24	24
35-45	56	56
45-60	20	20
Marital Status		
Married	51	51
Unmarried	49	49
Divorcee	0	0

Table - 2 shows the distribution of service profiles and experience of the respondents, in which maximum respondents i.e. 38 % are Assistant Professors whereas 35% are Associate Professors and 27% are Professors. It can also be observed from the table that 52% of the respondents are Post Graduates and 38 % are Doctorate. When it comes to the total experience, 12% of them have less than 5 years of experience, the maximum percentage falls in the category who have experience of 5-10 years i.e. 48%, 23% of them have 10-15 years of experience and 17 % are having more than 15 years of experience.

Table-2 Distribution of Service Profile and Experience

Variables	Frequency (N=100)	Percentage
Designation		
Assistant Professor	38	38
Associate Professor	35	35
Professor	27	27
Educational Qualification		
Post Graduate	52	52
Doctorate	38	38
Total Experience (Years)		
Less than 5	12	12
5-10	48	48
10-15	23	23
15 and More	17	17

Table 3: Response of faculty staff of management institute

Sr. No.	Content of question	Response	
1	Length of service	0-2 yrs	20%
		2-5 yrs	46%
		>5 yrs	34%
2	Intended time frame of staying with the institute	0-2 yrs	47%
		2-5 yrs	36%
		>5 yrs	17%
3	Salary according to expectation?	Yes	39%
		No	61%
4	Satisfaction with infrastructure development programs	Yes	61%
		No	39%
5	Satisfaction with institute policies.	Yes	67%
		No	33%
6	Does your institute promote merit-based promotions?	Yes	54%
		No	46%
7	Does your institution demand extra time due to work load?	Yes	53%
		No	47%
8	The most dislike part of the institution. profile	Teaching	00%
		Evaluation work	66%
		Administration	34%
9	Whether encouragement given to faculty development programs	Yes	45%
		No	55%

It is observed from the table 3 that the majority of management institute personnel have been in their current roles for more than two years. From the table it can be inferred that that they will be leaving the institute which is reflected in the responses regarding the intentions to stay with the institute, where most of them (47 %) wanted to leave the institute within 0 to 2 years. This could be associated with the level of satisfaction regarding institute related attributes of the questionnaires like satisfaction with the salary (61% respondents not satisfied), infrastructure developmental programs (39 % not satisfied) and institute's policies (33% not satisfied). In addition, it was observed that the members who had experience of 0 to 2 years actually had overall experience of 3 to 5 years of teaching (not presented in table). According to Zavelevsky and Lishchinsky (2020) who conducted research regarding retention of "novice" teachers i.e who have experience of 3 to 5 years. They found that the factors such as organisational practices, institutional policies, individual skill and knowledge and peer-peer relationship were significant in expecting whether the teacher will stay with the institution (Khan et al., 2021). Employee retention has been linked with success of any organisation and, employee turnover is a matter of concern as it leads to loss of talent (Kumar, 2021). Loss of teachers has potential cost as they take the knowledge and experience away with them, also to mention the extra time and training required to findtheir replacement (Gibbons et al., 2021). Hence, it becomes mandatory to develop policies by using talent management strategies with innovated ideas put into the processes of planning, employment and training for employees'contentment and subsequent retention. When asked regarding the functioning of the institutions, about 54% agreed that the institute promoted merit-based promotions but at the same time around 53% said that the institutions demand extra timedue to work load, about 66 % respondents disliked the evaluation work given to them while no one has any problem with teaching, 34% disliked the administrative work. After persistent questioning, it was discovered that administrative obligations consume a significant amount of their precious time that would have been or committed to doing research and providing consulting services.

The faculty development programs (FDP)have been found useful for enhancing teaching skills of the faculty and keep them abreast with modern teaching techniques and tools. Besides, itmotivates faculty to achieve competence and help their academic growth. When asked about whether they are provided encouragement by the institutions during such FDPs, most of them (55%) did not agree.

It is generally believed that most workers quit their institution not because of wages, inadequate management, infrastructure, timings, or other similar factors, but rather because of organisational politics. According to Dubrin (2010) organisational politics is defined as an easy way to gain power without putting a genuine effort to complete their assigned jobs (cited in Robb, 2012). During elaborated discussions with respondents when asked about it, about 37.68% believed that organisational politics is an essential cause for quitting a company. On the other hand, when questioned about the most substantialreason for staying in the job, despite being dissatisfied, the majority of respondents said that money was the most essential reason. However, less salary was not found to be an important factor for employee turnover.Yet, salary plays significant role during whole recruitment process and further talent management. The salary offered may play important role in the recruitment process and subsequent increment too is important in retaining the employees in the organisation. Table 4 shows the results when question was asked whether their currentsalarywas upto their expectations.

Table 4: Salary Expectations of Teaching Staff

Designation	Salary according to Expectation		
	Yes	No	Total
Assistant Professor	15 (39.5%)	23 (60%)	**38**
Associate Professor	15 (42.9%)	20 (57.1%)	**35**
Professor	9 (33.3%)	18 (66.7%)	**27**
Total	**39 (39%)**	**61 (61%)**	**100**

It can be observed that majority of assistant professors, associate professors and professor weregetting salary not up to their expectations. But, if we look at the table 2, most of them still are working in the same institution for more than 2 years. This indicates that compensation and pay satisfaction are comparativelyless important factors influencing employees' decisions to leave(Allen, 2008, pp.8). Hence, it becomes crucial to understand what factors may play important role in talent retention.

When further questioned outside the scope of the questionnaire, respondents voiced their opinion that the quality of education is deteriorating as a result of the involvement of regionalism, castes, politics, and corporate involvements in the educational system. The decline in the quality of the academic environment at the institutions is due to all of these factors working together. Job-hopping is a practise that's common in academic establishments since it allows people to explore for better opportunities. Themajority of management colleges are experiencing extreme staff turnover at the moment, which has resulted in a significant issue and compelled such institutes to take rapid remedial action for talent management in oreder to retain them. Other significant results of the present study included the following:

- 85 % of educational institutions are having trouble filling positions.

- Problems with staff retention affect 77% of educational institutions

- 53% of workers who left their company reported improved chances for advancement or growth outside the institution.

- 80% of individuals believed that employee leave their managers, not their jobs, when they leave an organisation.

Organisational factors in developing strategies for talent management is central to predict whether the employee will join the institution or will stay with it. This includes infrastructure development programmes, institutional policies, faculty development programmes and performance evaluation strategies. Table 5 presents the responses on questions related to satisfaction level of respondents regarding organisation factors. The more they are satisfied with these factors the more successful the talent management processes can be assumed.

Table 5: Teachers' Satisfaction with Organisational factors

Weights Level of Satisfaction Parameters	1	2	N	Weighted Total	Mean Score
Satisfaction with Infrastructure Development Program	39	61	100	161	1.61
Satisfaction with Institute Policies	33	67	100	167	1.67
Satisfaction with Merit Based Promotion	46	54	100	154	1.54
Satisfaction with Faculty Development Program	55	45	100	145	1.45

1=Dissatisfied, 2=Satisfied

Out of the four parameters the faculty members have indicated satisfaction with Infrastructure Development Program (Mean=1.61), Institute Policies (Mean=1.67) and Merit Based Promotion (Mean=1.54). It was found that academic staff was dissatisfied with faculty development programs (Mean=1.45).

Although table 5 indicated that academic staff is satisfied with majority of parameters, but still to measure the significance of satisfaction, following hypothesis has been framed:-

H01:Academic Staff is not satisfied withOrganisational factors

Ha1: Academic Staff is significantly satisfied with Organisational factors

To test the significance of satisfaction the one sample t-test was applied against the theoretical mean 1.5. The result presented in table 6 indicates that t-statistic is significant for infrastructure development programs and institute policies whereas it is not significant for merit based promotions and faculty development program. Merit based promotion and

faculty development programs, in fact, significantly contributes when it comes to the retention of talented employee (Irshad & Afridi, 2007; Sandhya and Kumar 2011). An employee with good academic performance will be looking forward to faculty development programs for updating himself in order to be ahead of others or update himself in his expertise. Dissatisfaction in both these categories can lead to employee turnover and hence, subsequent loss of talent.

Table 6: t-test Results to Check Significance of Job Satisfaction

Parameter of Satisfaction	Test Value = 1.5				Result
	Mean	t-value	degree of freedom	p-value	
Satisfaction with Infrastructure Development Program	1.61	2.012	99	0.041	Significant
Satisfaction with Institute Policies	1.67	1.9881	99	0.049	Significant
Satisfaction with Merit Based Promotion	1.54	0.3961	99	0.922	Not Significant
Satisfaction with Faculty Development Program	1.45	0.5102	99	0.191	Not Significant

Level of Significance=5%

In the view of this results, the combined satisfaction for these attributes labelled as 'overall satisfaction of respondents' is presented in Table 7. It can be observed that almost same proportion of respondents were satisfied (N=57), whereas 43% indicated job dissatisfaction. Thus, we further analysed responses related to employees' intention to stay with the organisation. Table 8 is depicting the teachers' intention to stay with the job. It can be observed that 53% teachers are willing to continue with the same job whereas 43% respondents are not in a mood to continue with this job in future.

Table 7: Overall Satisfaction of Teachers with Organisation

Overall Satisfaction	N	Percentage
Dissatisfied	43	43.00
Satisfied	57	57.00
Total	**100**	**100**

Table 8: Intention to stay with the Organisation

Intention to Stay with Organisation	N	Percentage
No	47	47.00
Yes	53	53.00
Total	**100**	**100**

Impact of Job Satisfaction on Teachers' Intention to Stay with Job

In order to test the overall Satisfaction of Teachers' impact on their Intention to Stay with organisation a second hypothesis was framed as follows:-

H02:There is no significant impact of Overall Satisfaction on Teachers' Intention to Stay with organisation

Ha2: There is a significant impact of Overall Satisfaction on Teachers' Intention to Stay with organisation

To test this hypothesis the data of overall satisfaction was cross tabulated with employees' intention and then chi –square test was applied. The result is presented in table 9.

Table 9: Chi-Square Test results to Measure Impact of Job Satisfaction on Teachers' Intention to Stay with Job

Overall Satisfaction	Intention to Stay with Job			Chi-Square Value	p-Value	Result
	No	Yes	Total			
Dissatisfied	20	23	43			
Satisfied	27	30	57	0.007	0.9322	**Not Significant**
Total	**47**	**53**	**100**			

Level of Significance=5%

The value of chi-statistic is not significant which leads to the acceptance of hypothesis so it can be concluded that there is no of impact of Overall satisfaction on the Teachers' Intention to Stay with organisation. However, many studies have found strong relationship between employee's intention to stay and the factors related to settings in which employees work, pay structure provided by the organisation, recognition of their work, promotional and motivational programmes (Sathyanarayana et al., 2022; Kumari, 2016). It can be said that if employees are satisfied with their organization they tend to stay with the current job. However, in the present study, no such relation was observed where employee satisfaction did not have any influence on their intention to stay with the job or the organization. According to a theory, one of thereasonsbecause of which employeestend to stay with the current job despite being dissatisfied is the inertia (Flowers & Hughes, 1973). This theory states that until and unless some external factors act upon, the employees remain with the company just like the inertia of physics. The employees' inertia increases or decreases depending upon their satisfaction withthe job as well as the organization and is driven by the degree of compatibility between the employee's ethics and that of the organization. Allen (1978) stated that, a number of intrinsic factors (like local investments, time passage and aging) as well as extrinsic factors (friendships, company infrastructure, and company branding) may increase inertia. A more detailed study considering these factors is required to understand the underlying reasons about the relationship that exist between overall satisfaction with the organization and intention to stay with job.

Conclusion

The retention of highly qualified staff is essential to the success of even the most competitive businesses around the globe, including educational institutions, which is why these organisations are willing to invest millions of dollars on this endeavor. The literature demonstrates that the cost of losing the finest personnel is considerable and cannot be quantified using monetary terms alone. It is also important to keep in mind that the advantage held by a rival might be strengthened if that institution loses even one skilled worker to one of its competitors. It's a well-known fact that "every human being needs to be respected," and the same principle applies to workers. An employee of any corporation or of any academic institution may be a trained as well as content faculty member, which can drive the institute to new heights, while an untrained and unhappy faculty member might severely hinder the institute's progress. The successes that talent management has had on companies in other sectors may be of great use to the administrations that run higher education institutions. In the present extremely competitive market for human capital, as well as the continuous requirement to be responsible to its constituents, institutions have to come to the realisation that developing talent from within may be of significant advantage to the organisation. It is the faculty that adds values and shapes the future of the country by nurturing the abilities of the students as that of the facilitator and mentor for their own personal development as well as the growth of the economy. Every resignation avoided is equivalent to one additional dollar generated.

Limitations of the Study

The time frame available is among the most significant constraints imposed on this specific investigation. If you are a researcher who is presently employed as a full-time faculty member at a management school, it will be quite challenging for anyone to find the time to engage with the responders in more depth. Whatever information was

provided by the responder was taken as true, and an analysis was performed using that data. As a result, it is likely that if the data is obtained in a more strategical and statistical way, the results of the research could be different.

Authors' contributions

All authors contributed toward data analysis, drafting and revising the paper and agreed to be responsible for all the aspects of this work.

Declaration of Conflicts of Interests

Authors declare that they have no conflict of interest.

Data Availability Statement

The database generated and /or analysed during the current study are not publicly available due to privacy, but are available from the corresponding author on reasonable request.

Declarations

Author(s) declare that all works are original and this manuscript has not been published in any other journal.

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