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IMPACT OF FACULTY TURNOVER ON STUDENT'S PERFORMANCE IN MANAGEMENT EDUCATIONAL INSTITUTIONS WITH SPECIAL REFERENCE TO BANGALORE

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ABSTRACT

Faculty's are the most important and valuable resource any educational institute has. Competent and motivated faculties create healthy institutions contributing to the holistic development of students as well as the institutions. Such faculties can make things happen and enable an educational institute create students worthy of being the responsible citizens of the society. There is a growing consensus among researchers and educators that the single most important factor in determining student performance is the quality of faculties. Researchers and policymakers often assume that faculty's turnover harms student achievement. In education sector the role of faculty is important because they are responsible for the growth and building of students. This is not a positive sign for both organization and student and it briefs about how faculty turnover influence the performance of the students. When faculty's leave overall morale appears to suffer enough that student achievement declines. This data will be a source of reference in journal and also for management concerns which will help the student and society at large. This paper examines the impact of faculty turnover on student performance in management institution in Bangalore. The paper analyses the effect viz., faculty student bonding on the interest in subject, late faculty replacements on the student's stress build-up, the effect on curriculum completion and how faculty replacement lead to class avoidance by the students.

KEYWORDS

faculty turnover, student bonding, student performance, management educational institutions.

INTRODUCTION

Faculties don't simply teach concepts and skills. Any new technology can do that. Good faculties inspire our young people to be lifelong learners, creating a culture of independent enquiry with their enthusiasm and passion. I know this because I see it every day. Good faculties have the skills to know exactly how to get the best out of each and every young person.

The fate of an institution depends on its ability to recruit and retain talented faculty members. Fast turnover of academicians affects both the faculties and the institution. For faculty members that leave their employment, it cannot be easy to learn new job-specific skills and find different career prospects. Subsequently, fast turn-over of faculty reduces the quality of education to students and their performance. This fast turn-over of faculty as well as different professionals from academic institutions has not yet received due attention from both academics and university. Minimal, if any, effort has been given to investigate and understand the causes of such high turn-over in developing countries. However, actions to prevent such occurrences are rarely seen. The current analysis is aimed at investigating the impact of fast faculty turnover on the academic performance of students. The result could also help to proactively act in and facilitate decisions in struggling to achieve quality of education in management institution.

When faculties decide to leave a particular institution, this decision affects curriculum design, class size, student development, scheduling and the overall cohesion, all of which negatively impact student performance. Being able to implement new programs or academic opportunities for student is interrupted, even on a small scale, each time one faculty leaves and another steps in to take his or her place. With constant fluctuations and little fluidity, it's hard for the school to find its own rhythm of operations.

Student's attachment with the faculty is of great concern for both management and faculty as the students perform well; both of them are benefited, the management gets the good result overall while faculty is positively appraised as per students' performance. In late 1990s, the common resignation percentage was higher than 2.5% in different countries like South Korea, Singapore and Taiwan.

As the faculties leave any organization it might have some effects on the organization, as finding the right people might not be easy and induction and training cost of new faculties can also go high. Even if we talk about the higher educational institutes, so turnover is a severe issue and the cost is very high when new staff is inducted because faculties with greater competency level and knowledge are the important assets and are not easy to find, which effects the academic and research activities of any organization going through the problem of turnover. Quitting during the semester has a high impact as it is difficult for universities to arrange the replacement having the same or higher competencies and for students to adjust with the new teacher and his teaching methodology. Faculty turnover is an extensively studied fact due its severe nature, which needs to be addressed. Due to sudden faculties turnover the students do suffer psychologically while their motivation and performance decreases.

REVIEW OF LITERATURE

One of the organization's precious possessions are its top performing faculties and when they start to leave the organization so it clearly tells that it is an alarming situation for that organization. It appears that organizational management does not care much when low performing employees leave the organization, may be according to them it does not affect them that bad.

Morrell, Clarke, & Wilkinson (2004): The study conducted shows that 25% of intentional and Unintentional faculty turnovers are mainly of low performance faculties who leave the organization. In addition, the research indicates that faculties leave an organization because of the changing marketplace situation and organizational hierarchical complexity.

Rose (1989) discusses the role of the faculties in his book as the teachers from the very beginning are the source from where the students start learning and know how to behave in different situations. Faculties have to take interest in what they do to transfer interest, help and to provide a flexible environment to the students as they become teachers after going through a lot of training and experiences. Anyone who is a faculty or sees career in teaching should get prepared the best he/she can as they will be in a better position to control the classroom.

A study by **Habib, Mukhtar, & Jamal (2012)** shows that a number of instructors decide to quit the job due to lack of career advancement and development chances in the teaching field especially in the private universities. In addition university rules and regulations and management style, wage and working environment have key impact and because of these reasons the teachers intend to quit their job.

Advancement in this regard is discussed in terms of growth and it involves career growth, promotion, knowledge, skills, learning, training and development opportunities. Motivation is one of the factors that force the teachers to quit because of their dissatisfaction with the job. In addition to this most of the private universities have the young teachers having the less experience and salary issues are also the reason while no effective policy is there in the private universities that can benefit the teachers in the disengagement stage of career like there is no retirement plan, no insurance policy and no proper reward system.

Lavy (2001) recommends an effective way to improve student's performance is to use monetary incentives. The plan to develop strong performance based incentives are directly centred at students' outcomes is effective and popular but incentives have hardly ever been practiced in real. The incentive program has the basic portion of a rank order game plan where only the top three teachers who performed well are rewarded with monetary benefits. His results also show that the teacher's performance based incentives resulted in prominent positive changes in all high school graduates' performances, including average test results and the dropout rate.

METHODOLOGY

1. **RESEARCH DESIGN:** The study is conducted to analyse the cause and effect relationship between the faculty turnover and its impact on student performance.
2. **SAMPLING TECHNIQUE:** A random sampling technique was used for the study.
 - a) **SAMPLING UNIT:** The sampling units for the study are the students of business management course in Bangalore.
 - b) **SAMPLE SIZE:** A sample of 200 students was chosen for the study.
3. **TOOLS FOR DATA COLLECTION**

QUESTIONNAIRE: Data collection was done through a structured questionnaire using closed ended and open ended question.
4. **SOURCES OF DATA:** The study includes primary research to collect the responses of the students' performance. It also includes a secondary data research using various books, journals, case studies, internet, and newspapers.

RESEARCH OBJECTIVES

1. To find out whether faculty-student's bonding creates interest in the subject?
2. To find out whether late replacement of the faculty builds stress in students?
3. To know the effect of late replacement of faculty on curriculum completion.
4. To study the impact of faculty turnover on class avoidance of students.

THE EFFECT ON FACULTY TURNOVER ON MANAGEMENT INSTITUTION:

(i) FACULTY TURNOVER AND STUDENT BONDING

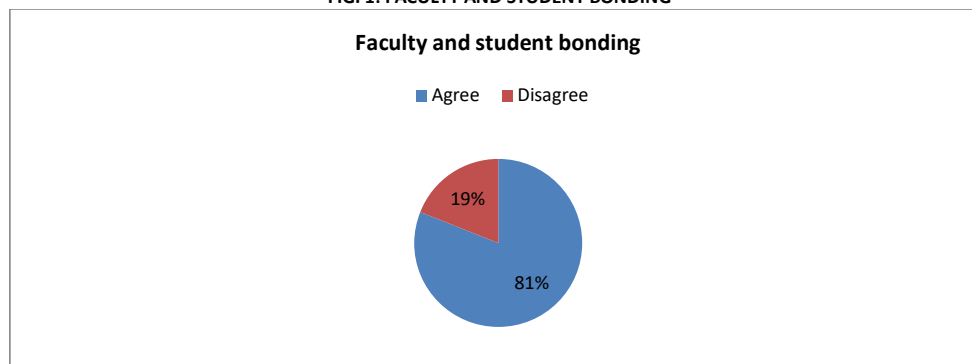
Education is much more complex. It is about the trust and bond between a faculty and young person (and parents) that creates the environment where learning can occur and grow. Virtual learning simply cannot do that. I would argue that in a world now where young students are retreating more and more into virtual unreality, the teaching profession is more important than it ever was. It is teaching that keeps it real – teaching that keeps young people alive. In short, teachers and the profession will never die.

When faculty leave educational institutions, previously held relationships and relational patterns between students and faculty are altered. To the degree that turnover disrupts the formation and maintenance of faculty cohesion with the students, it may also then effect student performance. In our study it is found that faculty turnover indeed has a negative effect on the students psychological climate - including trust. The results of our survey shows: i) The teacher explains things well and makes the subject interesting. (33%), ii) The teacher is funny and has a lot of personality. (25%), iii) The teacher is interested in what students have to say (9%). Other answers rated high, depending on the age of the student. About 200 students took the poll and 13% said they appreciate teachers who go beyond the classroom and help with stuff other than class work, like career planning.

Does the faculty student bonding builds up the interest in subject.

Particulars	Agree	Disagree
Number of respondents	162	38
Percentage	81	19

FIG. 1: FACULTY AND STUDENT BONDING



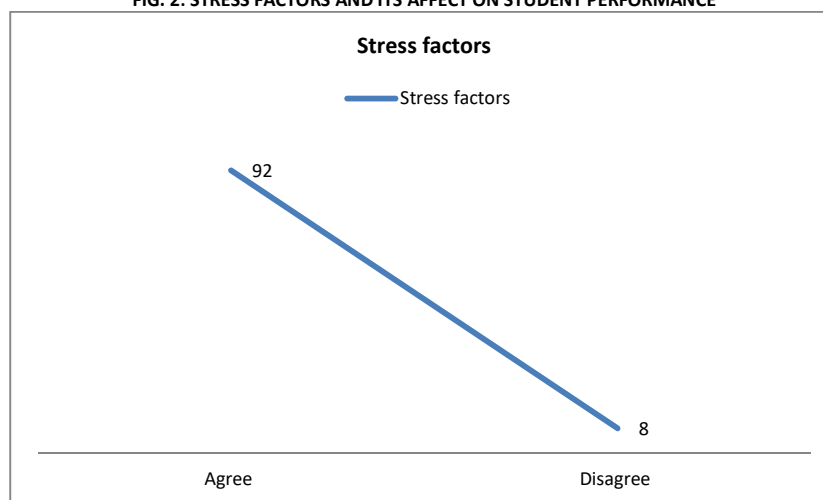
(ii) FACULTY TURNOVER AND STRESS -BUILD UP IN STUDENTS

A student's attitude towards their education and towards those with whom they interact is dependent on whether they have been motivated or not by their faculties. It has become important to keep on encouraging the students to achieve more and more goals in their educational life that motivates them because the tough competition has increased due to which students are under great stress to be on top. Faculty turnover results in the decreasing level of motivation with time, get under negative stress and in the end the students lose focus and perform low.

DO YOU THINK THE LATE REPLACEMENT WILL BUILD STRESS IN YOU DUE TO LAST MINUTE BRUSH UPS.

Particulars	Agree	Disagree
Number of respondents	184	16
percentage	92	8

FIG. 2: STRESS FACTORS AND ITS AFFECT ON STUDENT PERFORMANCE

**(iii) FACULTY TURNOVER AND EFFECTIVE COURSE COMPLETION**

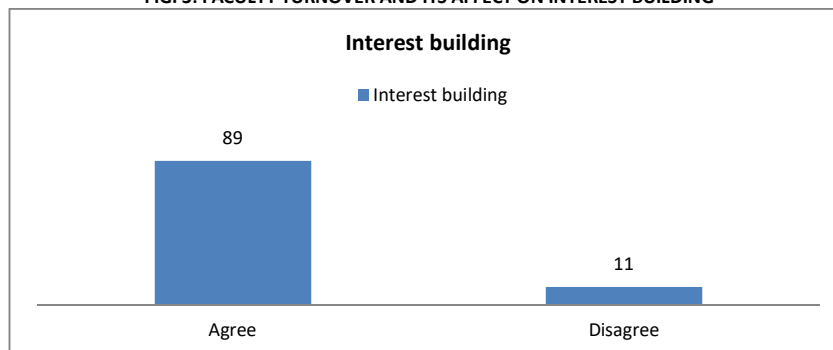
Faculty turnover presents significant challenges to the successful and coherent implementation of instructional programs at the institution; it also harms student's achievement. With faculties leaving goes organizational knowledge important to the effective implementation of such programs. Moreover, newly hired teachers initially lack essential knowledge and skills to implement an unfamiliar instructional program, so must be brought up to speed before institutional progress can be made.

Even when the arriving and leaving faculties are equally effective, the turnover itself may cause a great disruption in the teaching pedagogy amongst students that impacts all. They focus on the difference in quality between faculties who leave and those who replace them to account for the overall effect of turnover on student achievement. When leaving teachers are, on average, worse than those who replace them, the effect of turnover on student achievement is assumed to be negative. In compositional explanations, the distribution of teacher quality alone is thought to drive any effects of turnover on student achievement. Our study on faculty's effect at class level shows that low instructor's effectiveness is a strong reason for the downfall in students' learning.

Do you think replacement of faculty drags the curriculum completion time which will effect final exam preparation?

Particulars	Agree	Disagree
Number of respondents	178	22
percentage	89	11

FIG. 3: FACULTY TURNOVER AND ITS AFFECT ON INTEREST BUILDING

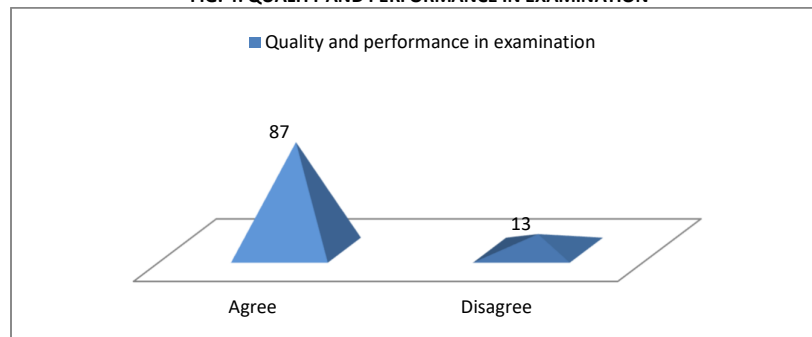
**(iv) FACULTY TURNOVER AND CLASS AVOIDANCE**

Teacher's effectiveness can play a significant part in increasing students' attendance ratio. It is also found that easy ways of managing motivation and other ignored reasons have a fair effect on the link between student absenteeism and his performance. Attendance is a significant element of performance as studies have found CGPA results to have greater impacts. An attendance criteria was set after realizing that students get lower grades in the final exam which results from decreasing attendance rates and students' motivational issues arise.

Did the lack of interest due to faculty replacement lead to class avoidance?

Particulars	Agree	Disagree
Number of respondents	174	26
percentage	87	13

FIG. 4: QUALITY AND PERFORMANCE IN EXAMINATION



CONCLUSION

The better the faculty perform, the more successful the institution is. If an institution does not focus on the retention of human resource, not only the goals remain unaccomplished but work performance also suffers. Therefore, administration must take its retention responsibilities seriously for the enhancement of their institution and accomplishment of institutional goals. In this competitive world, educational administration should attract and select faculty who are the most competent and skilled in their relevant fields. They should hone their skills through proper training and development, appraise their performance by using some standardised appraising tools, retain them by appropriate compensation and benefits, and provide them a conducive and secured working environment. Thus, the indispensable issue for today's institution is how to retain their HR's effectively and efficiently for the betterment of their institutions/organizations.

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