

PERCEPTION OF FACULTIES ON RETENTION AND REWARDS INTECHNICAL INSTITUTES OF GUJARAT: A GENDER BASED COMPARISON

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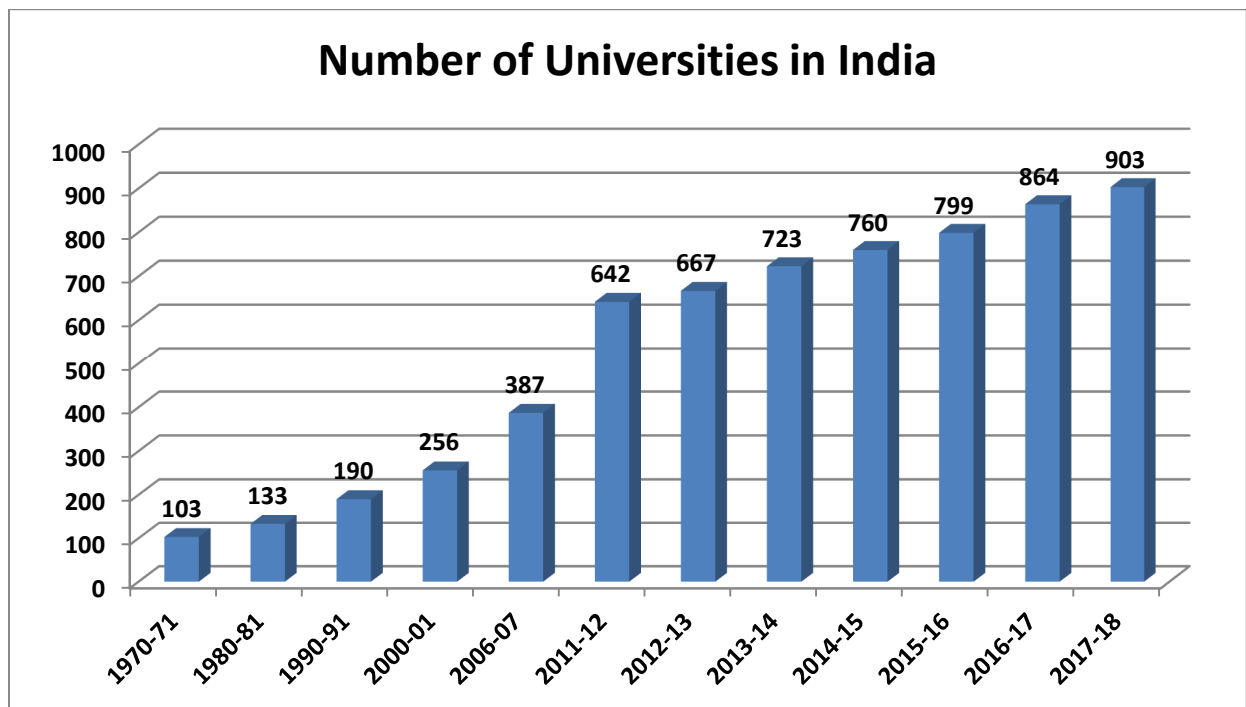
Abstract: *Now a day, organizations are finding it very difficult to retain a good talent in the organization. Every organization is facing this challenge and technical institutes are not an exception. An attempt is done to study the perception of teaching faculties about retention and rewards in technical institutes of Gujarat. A survey was carried out in the state of Gujarat by taking 50 respondents from technical institutes. The perception of male and female faculties is compared with the help of Mann- Whitney U test. It was found that there is important difference in the awareness of male and female defendants with respect to retention and reward system.*

Key Words: Retention, Rewards, Technical Institutes, Mann- Whitney U test

Indian Higher Education: In standings of number of students, higher education of India system is world's third major education system. In nearby future, Indian education system will become the largest in world. In today's dynamic world, knowledge is power. The effect of knowledge explosion is felt in India higher education system in terms of increase in the number of universities, Number of colleges and number of enrollments of students. Though there has been increase in terms of number of universities and colleges, there are very few institutions available in India which are considered as global standards. The Indian Institute of Management (IIM), Indian Institutes of Technologies (IIT), Jawaharlal Nehru University (JNU) and National Institutes of Technologies (NIT) are some of the reputed institutes in India which are considered to be of global standard. The third largest education system seems to tremendously complex for sustaining at global level.

GROWTH OF HIGHER EDUCATION SECTOR IN INDIA:The number of universities has increased from 103 in 1970-71 to 903 in 2017-18. In last five years the number has increased from 723 to 903 reporting a growth rate of 24.9 percent. The number of colleges in India has also increased from 33023 in the year 2011-12 to 40026 in the year 2016-17 reporting a growth of 21.20 percent.

Chart: Number of Universities in India



[Source: www.ugc.ac.in, www.aishe.nic.in(Ministry of HRD)]

- Literature Review: Lalit Upadhyay and PremVrat (2016) have directed research to comprehend the Indian advanced education framework, to know the degree to which framework elements has been connected to comprehend the circumstance. All through the examination business received nearsighted methodology towards the scholarly community considering it as an unbeneficial choice however it prompts mediocre nature of specialized training. The investigation likewise analyzes the effect of key approach factors on joblessness level, deficiency of workers and complete expense of contribution of industry in the scholarly world. A PC based model was produced to clarify the effect

of Industry-Academia (IA) cooperation in improving the nature of specialized training as observed through the employability of alumni. The business has concentrated significantly Tier-I (under-graduate and postgraduate organizations), Tier-II (optional and senior auxiliary schools) and Tier-III (elementary schools) classifications, individually.

- Peter Mirskia, et al., study on HRM analytics with Open SKIMR in the IT area. The study showcasing the possibility of matching data about skills, learning items and jobs offers and develops labor for potential job in European market. The study aims to reduce labor shortage for inclusive growth to motivate people in acquiring new digital skills in Europe. The ESCO database, software and catalogues were mainly used tool to examine the requirement of job provider and match between talent and skills and provide job offering and training offered by educational Institutions.
- HarunDemirkayaa and et. al. studied on an application on the impacts of human resource management in technology management of the companies. The sample had taken 37 companies which are partially or totally foreign owned companies operating in Turkey. It was found that HRM practices and R&D management were positively correlated in Turkey. R&D personnel were more definite in the companies.
- Akan Sezerel a, H. ZumrutTonusb (2014), studied the soft element of strategic human resource management: the employee's perception of diversity climate, has find that demographic variables has influence on diversity climate. There is relationship between management level and employees own perceptions, their department and organization, as the more the positive it is the more positive response and perception they have.
- Norma Heaton (2006) suggested that post graduate students protean career includes frequency of movement of job functions of management before the acquire a professional qualification to take their career to another level. The data were collected from students of Diploma in Human Resource Management in the Faculty of Business and Management at the University of Ulster, UK. Her main objective behind the study was to examine the early careers and career development of HR professionals in this time of change, and to consider the development implications for employers, the individuals themselves and providers of management education. The research identified that HR careers were changing and the old certainties of a secure HR career in a large or public sector organization can no longer be taken for granted.

Objectives of the study:

- To study the factors affecting retention of faculties of technical institutes of Gujarat.
- To study the reward system of faculties of technical institutes of Gujarat.

Result Discussion:

Sample Characteristics: The below Table shows the sample characteristics of respondents.

Table: Sample Characteristics

Sr. No	Category	Frequency	Percent	
1	Gender	Female	13	26.0
		Male	37	74.0
2	Age (Years)	21-30	27	54.0
		31-40	20	40.0
		41-50	3	6.0
3	Education	Post Graduation in Engineering	44	88.0
		Ph.D	4	8.0
		M.Phil	2	4.0
4	Designation	Associate Professor	4	8.0
		Assistant Professor	46	92.0
5	Marital Status	Married	32	64.0
		Unmarried	18	36.0

The sample consists of 26 percent of female respondents and 74 percent of male respondents. 54 percentage of the defendants are from 21-30 years of age, 40 percentage of the defendants are from 31-40 years of age and remaining 6 percentage of the defendants are from 41-50 years of age. 88 percentage of the defendants have done Post Graduation in Engineering, 8 percent of the respondents have completed Ph.D and 4 percent of the respondents have done M.Phil. 92 percent of the respondents are Assistant Professor and remaining 8 percent of respondents are Associate Professor. 64 percent of the respondents are married and 36 percent of respondents are unmarried.

Importance of factors to work in Academics: Ten factors are identified to work in academics. These 10 factors are measured on 5 point like it type measure where 1 shown strongly disagree and 5 shown strongly agree. The descriptive statistics for male and female respondents are presented below. The factors are arranged according to the descending order of their importance based on male respondents and female respondents.

Table: Importance of factors to work in Academics

Male Respondents - Descriptive Statistics				
	Minimum	Maximum	Mean	S.D
Reputation of the college	1	5	4.30	0.94
Academic freedom	1	5	4.22	1.13
Opportunities for career advancement	1	5	4.08	1.12
Satisfactory relations with the Management	1	5	4.05	1.15
Teaching / Research work load	2	5	4.03	0.96
Mentorship of new faculty by experienced faculty	1	5	4.00	1.00
Library/Research facilities	1	5	3.84	1.26
Salary & benefits package	1	5	3.70	1.33
Opportunities for research	1	5	3.70	1.37
Performance based rewards	1	5	3.59	1.52
Female Respondents - Descriptive Statistics				
	Minimum	Maximum	Mean	S.D
Opportunities for research	2	5	4.08	1.19
Satisfactory relations with the Management	2	5	4.00	1.00
Teaching / Research work load	2	5	4.00	1.22
Academic freedom	2	5	3.92	1.04
Mentorship of new faculty by experienced faculty	2	5	3.85	1.14
Reputation of the college	2	5	3.85	1.07
Performance based rewards	2	5	3.77	1.30
Library/Research facilities	2	5	3.77	1.42
Opportunities for career advancement	2	5	3.77	1.24
Salary & benefits package	1	5	3.38	1.39

Male respondents gave higher importance to reputation of college, Academic freedom and Opportunities for career advancement whereas female respondents gave higher importance to Opportunities for research, Satisfactory relation with Management and Teaching/ Research work load. It can be noted that Opportunities for research is second least preference for Male

respondents where as it is first preference for female respondents. Salary and benefits package is last preference for female respondents.

Reward: Respondents were asked regarding rewards. The rewards are measured in three different areas. Teaching, Research and Administration. Table below shows the descriptive statistics for the same. It can be noted that for all three criteria the mean is greater than 4 indicating high level of reward system for faculties. Among the three criteria, Teaching has the highest mean of 4.14 indicating that majority of the time, good teaching is always rewarded.

Table: Faculties get rewarded for

	Minimum	Maximum	Mean	Std. Deviation
Good Teaching	1	5	4.14	1.05
Doing research	1	5	4.02	1.20
Administrative Responsibilities	1	5	4.00	1.23

Mann- Whitney U Test: The hypothesis testing was carried out to check the meaning difference in the insight of male and female defendants with respect to reward system.

Ho: There is no meaning difference in the perception of rewards between male defendants and female defendants.

Ha: There is a meaning difference in the perception of rewards between male defendants and female defendants.

Table: Ranks

	Gender	N	Mean Rank	Sum of
Good Teaching	Male	37	20.58	761.50
	Female	13	39.50	513.50
	Total	50		
Doing research	Male	37	21.43	793.00
	Female	13	37.08	482.00
	Total	50		
Administrative Responsibilities	Male	37	21.82	807.50
	Female	13	35.96	467.50
	Total	50		

Table: Test Statistics

	Good Teaching	Doing research	Administrative Responsibilities
Mann-Whitney U	58.500	90.000	104.500
Asymp. Sig. (2-tailed)	.000	.000	.001

The table above shows the Test Statistics of Mann-Whitney U test. P values of all three are less than 0.05. Hence H_0 can be rejected at 5 percent level of significance. Hence it can be decided that there is a meaning difference in the insight of rewards between male respondents and female respondents.

Promotion: Respondents were asked regarding opinion about the primary considerations for promotions. Research is among the highest having a mean of 4.16. Publication is after research. Awards received is considered last consideration for promotion.

Table: primarily considered for promotion

	Minimum	Maximum	Mean	Std. Deviation
Research/other creative achievements	1.00	5.00	4.16	1.08
Publications	1.00	5.00	4.00	1.12
Excellence in teaching	1.00	5.00	4.08	1.17
Awards received	1.00	5.00	3.72	1.24

Mann- Whitney U Test: The hypothesis testing was carried out to check the significance difference in the perception of male and female respondents with respect to promotion.

Ho: There is no significance difference in the perception of promotion considerations between male respondents and female respondents.

Ha: There is a significance difference in the perception of promotion considerations between male respondents and female respondents.

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Research/other creative achievements	Male	36	20.88	751.50
	Female	13	36.42	473.50
	Total	49		
Publications	Male	37	20.89	773.00
	Female	13	38.62	502.00
	Total	50		
Excellence in teaching	Male	37	21.11	781.00
	Female	13	38.00	494.00
	Total	50		
Awards received	Male	37	21.20	784.50
	Female	13	37.73	490.50

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Research/other creative achievements	Male	36	20.88	751.50
	Female	13	36.42	473.50
	Total	49		
Publications	Male	37	20.89	773.00
	Female	13	38.62	502.00
	Total	50		
Excellence in teaching	Male	37	21.11	781.00
	Female	13	38.00	494.00
	Total	50		
Awards received	Male	37	21.20	784.50
	Female	13	37.73	490.50
	Total	50		

Test Statistics

	Research/other creative achievements	Publications	Excellence in teaching	Awards received
Mann-Whitney U	85.500	70.000	78.000	81.500
Asymp. Sig. (2-tailed)	.000	.000	.000	.000

The table above shows the Test Statistics of Mann-Whitney U test. All three p values are less than 0.05. Hence H_0 can be rejected at 5 percent level of significance. Hence it can be concluded that There is a significance difference in the perception of promotion considerations between male respondents and female respondents.

Types of rewards are highly beneficial to faculty:

Male Respondents	Minimum	Maximum	Mean	Std. Deviation
Incentives	1	5	4	1.13
Opportunities for professional development	1	5	3.97	0.95
Transport, welfare / medical facilities	1	5	3.81	1.15
Salary at par with peer institutions	1	5	3.78	0.97
Team Rewards	1	5	3.72	1.04
Recognition of achievements	1	5	3.7	1.07
Linking rewards with student performance	1	5	3.59	1.23
Female Respondents - Descriptive Statistics				
	Minimum	Maximum	Mean	Std. Deviation
Transport, welfare / medical facilities	4	5	4.99	0.25
Team Rewards	4	5	4.98	0.26
Salary at par with peer institutions	4	5	4.95	0.26
Incentives	4	5	4.92	0.28
Recognition of achievements	4	5	4.92	0.28
Linking rewards with student performance	4	5	4.92	0.28
Opportunities for professional development	4	5	4.85	0.38

Table above shows the gender based comparison of types of rewards which are highly beneficial to the faculties. According to opinion of male respondents, incentives, Opportunities for professional development are top two rewards. For female faculties, transport, welfare/medical facilities and team rewards are top two considerations. Linking rewards with students performance is least preferred reward for male respondents where as opportunities for professional development is least preferred reward for female respondents.

Conclusion: The study compared opinions of male and female respondents regarding retention and reward system in technical institutes of Gujarat state. Fundamentally the need for male and female respondents differs and it is also reflected in the study. While choosing the college for job, male respondents do prefer reputation of college and academic freedom where as for female respondents it is research and satisfactory relation with Management. While comparing the reward system, female respondents responded quite positively about Research, Teaching and Administrative Responsibilities. The opinion about the reward system for male respondents is also positive but comparing with female respondents, it is less. According to opinion of male respondents, incentives should be the top criteria for giving as reward where for female respondents it is the need of transportation and welfare/ medical facilities. Male faculties less preferred to link their students performance with reward system. It is quite interesting finding that now a days the quality of students is deteriorating day by day. Hence the teaching is becoming quite challenging and teacher is involved not only in teaching activities but also lot of administrative activities. Hence linking students performance with reward is not welcoming by majority of the teachers.

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