

Discussing strategies to attract and retain highly qualified faculty for teacher education programs

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Abstract

Attracting and retaining highly qualified faculty is crucial for the success of teacher education programs, as these educators shape the next generation of teachers. This study explores effective strategies to recruit and retain faculty members by examining factors such as competitive compensation, professional development opportunities, institutional support, and work-life balance. The research highlights best practices in hiring, mentorship, and faculty engagement, aiming to improve job satisfaction and long-term commitment. By implementing these strategies, institutions can enhance the quality of teacher education programs, ensuring they remain dynamic, research-driven, and impactful in preparing future educators.

Introduction

Teacher education is the backbone of the education system, directly influencing the quality of education in schools. A highly skilled and committed faculty is crucial to the success of teacher preparation programs. However, institutions often face challenges in attracting and retaining faculty members with the right qualifications, expertise, and passion for teacher education. This concept note explores strategies for attracting and retaining highly qualified faculty for teacher education programs to ensure a continuous supply of competent and effective educators.

Significance

The recruitment and retention of highly qualified faculty in teacher education programs directly impact the quality of teacher preparation and, consequently, student learning outcomes. Addressing faculty shortages and turnover rates is essential for maintaining program stability, fostering innovation in teaching methodologies, and advancing educational research. Understanding and applying effective recruitment and retention strategies can help institutions create a supportive environment that attracts top talent and sustains faculty motivation. This research contributes to the ongoing discourse on faculty development in higher education, offering insights that can inform policy decisions and institutional practices aimed at strengthening teacher education programs.

Objectives of the Study

- To identify the factors affecting the attraction and retention of highly qualified faculty in teacher education programs.
- To develop effective strategies for attracting talented individuals into the profession.

Research Questions

1. What recruitment strategies are most effective in attracting highly qualified faculty to teacher education programs?
2. How do retention strategies, such as professional development and work-life balance, impact faculty satisfaction and long-term commitment in teacher education programs?

Methodology

This study utilized a descriptive research approach. Primary data was collected through survey by administering questionnaire in various teacher training institutions via email and Google Forms.

▪ **Population**

All the Teacher Education Institutions of Chhattisgarh State constituted the population of this study.

▪ **Sample**

A total number of 50 Teacher Educators from 10 Teacher Education Institutions of Chhattisgarh State are selected by simple random sampling technique to gather primary data.

▪ **Data Collection**

From the selected sample size, the data collected through the administration of self-made questionnaire

Statistical Analysis

1. **To what extent do you agree with the following statement?**

"Teacher education faculty positions are competitive compared to other academic or industry roles."

- Strongly Agree

- Agree
- Neutral
- Disagree
- Strongly Disagree

Table Number – 1
Perceptions of Competitiveness of Teacher Education Faculty Positions

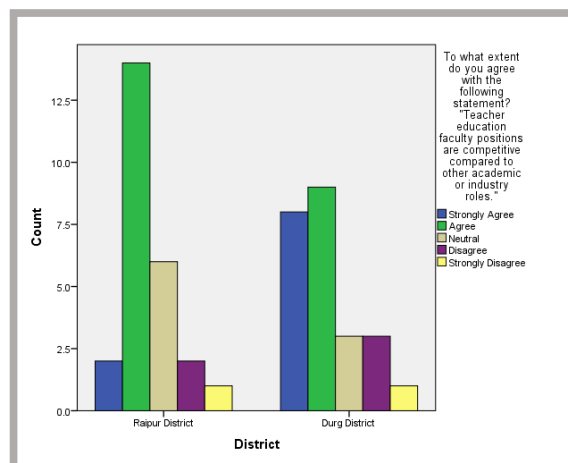
		To what extent do you agree with the following statement? "Teacher education faculty positions are competitive compared to other academic or industry roles."					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
District	Raipur District	2	14	6	2	1	25
	Durg District	8	9	3	3	1	24
Total		10	23	9	5	2	49

Table Number – 2
Chi-Square Analysis of District-Wise Response

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.869 ^a	4	.209
Likelihood Ratio	6.151	4	.188
Linear-by-Linear Association	.838	1	.360
N of Valid Cases	49		

Graph Number - 1

Graph showing the results related to the Perceptions of Competitiveness of Teacher Education Faculty Positions



Interpretation of Table 1:

Table 1 presents responses from faculty members in Raipur and Durg districts regarding whether teacher education faculty positions are competitive compared to other academic or industry roles. The data shows that:

- Out of 49 respondents, **33 (67.3%)** either "Agree" or "Strongly Agree" that these positions are competitive.
- **9 (18.4%)** remain "Neutral," indicating uncertainty about competitiveness.
- **7 (14.3%)** either "Disagree" or "Strongly Disagree," suggesting they do not find these positions competitive.
- While Raipur district has more respondents in the "Agree" category (14 out of 25), Durg district has a relatively higher proportion in "Strongly Agree" (8 out of 24).

Interpretation of Table 2 (Chi-Square Tests): Table 2 presents the results of a chi-square test to determine if there is a significant association between district (Raipur vs. Durg) and perceptions of competitiveness. The key values are:

- **Pearson Chi-Square Value = 5.869, df = 4, p = .209**
- Since the p-value (.209) is greater than the significance threshold (typically .05), we conclude that there is **no statistically significant relationship** between district and perceptions of faculty position competitiveness.
- This suggests that faculty perceptions about competitiveness do not vary significantly between Raipur and Durg districts.

Conclusion:

The majority of respondents perceive teacher education faculty positions as competitive. However, since there is no statistically significant difference between the two districts, factors influencing this perception are likely uniform across locations rather than district-specific.

2. **To what extent do you agree with the following statement?**

"I am satisfied with the opportunities for career advancement within my current institution."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Table Number – 3

Faculty Satisfaction with Career Advancement Opportunities Across Raipur and Durg Districts

		To what extent do you agree with the following statement? <i>"I am satisfied with the opportunities for career advancement within my current institution."</i>					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
District	Raipur District	0	5	13	5	2	25
	Durg District	1	13	9	1	0	24
Total		1	18	22	6	2	49

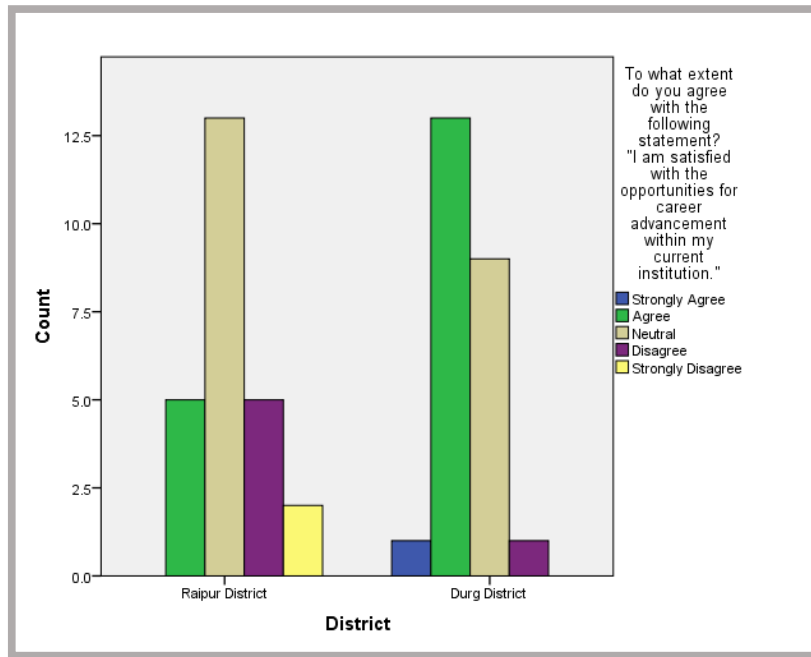
Table Number – 4

Chi-Square Analysis of Faculty Satisfaction with Career Advancement Opportunities by District

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.933 ^a	4	.042
Likelihood Ratio	11.464	4	.022
Linear-by-Linear Association	9.563	1	.002
N of Valid Cases	49		

Graph Number – 2

Graph showing the results related to Faculty Satisfaction with Career Advancement Opportunities Across Raipur and Durg Districts



Interpretation of Table 3:

Table 3 presents faculty members' responses regarding their satisfaction with career advancement opportunities at their current institutions. The key findings are:

- **19 out of 49 respondents (38.8%)** either "Strongly Agree" or "Agree" that they are satisfied with career advancement opportunities.
- **22 respondents (44.9%)** remain "Neutral," indicating uncertainty or mixed feelings about career growth.
- **8 respondents (16.3%)** either "Disagree" or "Strongly Disagree," suggesting dissatisfaction with advancement opportunities.
- There is a noticeable difference between districts:
 - In **Raipur**, only **5 out of 25 (20%)** respondents are satisfied ("Agree"), while **13 (52%)** are "Neutral" and **7 (28%)** are dissatisfied.
 - In **Durg**, **14 out of 24 (58.3%)** respondents are satisfied, with only **1 (4.2%)** expressing dissatisfaction.

This suggests that faculty in **Durg District report greater satisfaction with career advancement opportunities** compared to those in **Raipur District**, where dissatisfaction is higher.

Interpretation of Table 4:

Table 4 presents the chi-square test results, analyzing whether faculty satisfaction with career advancement opportunities differs significantly between Raipur and Durg districts. Key values:

- **Pearson Chi-Square = 9.933, df = 4, p = .042**
- Since the **p-value (.042) is less than 0.05**, the results indicate a **statistically significant difference** in satisfaction levels between the two districts.
- The **Likelihood Ratio (p = .022) and Linear-by-Linear Association (p = .002)** further confirm the significant difference.

Conclusion:

Faculty members in **Durg District report significantly higher satisfaction with career advancement opportunities** than those in **Raipur District**. The chi-square test confirms that this difference is statistically significant, suggesting that institutional policies or professional growth opportunities may be more favorable in Durg compared to Raipur. Institutions in Raipur may need to improve career development programs to enhance faculty satisfaction.

3. **To what extent do you feel your institution supports work-life balance for faculty members?**
 - Strongly Supportive
 - Supportive
 - Neutral

- Unsupportive
- Very Unsupportive

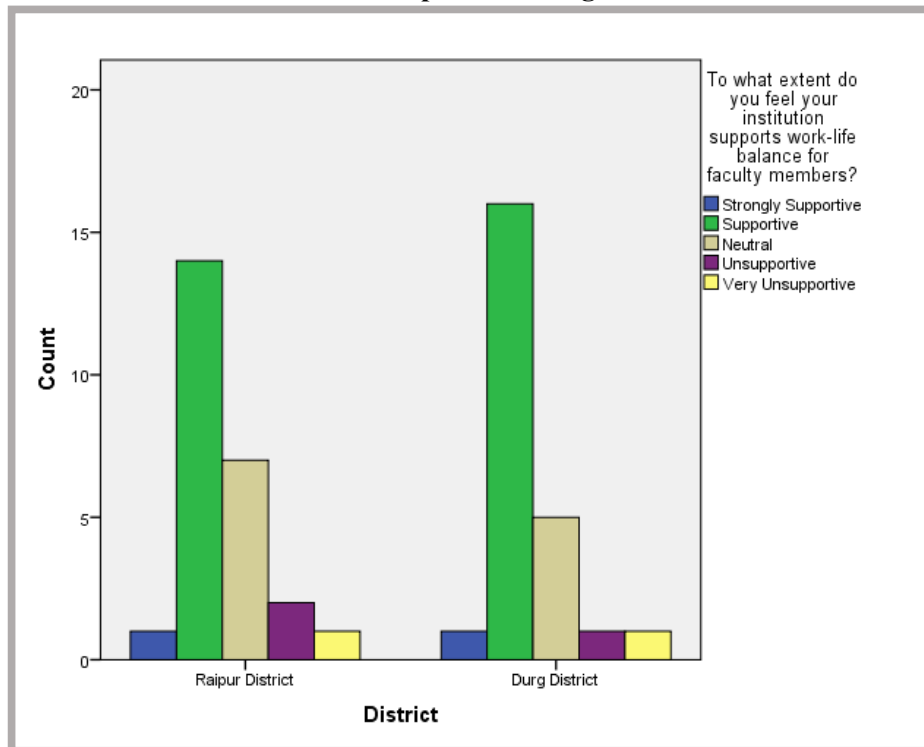
Table Number – 5
Faculty Perceptions of Institutional Support for Work-Life Balance in Raipur and Durg Districts

		To what extent do you feel your institution supports work-life balance for faculty members?					Total
		Strongly Supportive	Supportive	Neutral	Unsupportive	Very Unsupportive	
District	Raipur District	1	14	7	2	1	25
	Durg District	1	16	5	1	1	24
Total		2	30	12	3	2	49

Table Number – 6
Chi-Square Analysis of Faculty Perceptions of Work-Life Balance Support by District

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.780 ^a	4	.941
Likelihood Ratio	.788	4	.940
Linear-by-Linear Association	.362	1	.547
N of Valid Cases	49		

Graph Number – 3
Graph showing the results related to Faculty the Perceptions of Institutional Support for Work-Life Balance in Raipur and Durg Districts



Interpretation of Table 5:

Table 5 presents faculty responses on how supportive their institution is regarding work-life balance. Key observations:

- **32 out of 49 respondents (65.3%)** feel that their institution is either "Strongly Supportive" or "Supportive."
- **12 respondents (24.5%)** remain "Neutral," indicating they neither find the institution particularly supportive nor unsupportive.
- **5 respondents (10.2%)** perceive their institution as "Unsupportive" or "Very Unsupportive."
- The responses are quite similar between **Raipur and Durg**:
 - In **Raipur**, **60%** (15 out of 25) believe their institution supports work-life balance.
 - In **Durg**, **70.8%** (17 out of 24) share the same sentiment.
 - A slightly higher proportion of faculty in **Raipur** remain "Neutral" or "Unsupportive" compared to those in **Durg**.

Overall, most faculty members feel supported in maintaining work-life balance, with a slightly more positive perception in Durg than in Raipur.

Interpretation of Table 6:

Table 6 presents the chi-square test results, analyzing whether faculty perceptions of work-life balance support differ significantly between Raipur and Durg districts. Key values:

- **Pearson Chi-Square = 0.780, df = 4, p = 0.941**
- The **p-value (0.941)** is much greater than **0.05**, indicating **no statistically significant difference** in perceptions between the two districts.
- The **Likelihood Ratio (p = 0.940)** and **Linear-by-Linear Association (p = 0.547)** further confirm the absence of significant variation.

Conclusion:

Faculty members in **both Raipur and Durg** perceive **similar levels of institutional support for work-life balance**, with a majority finding it supportive. Since the chi-square test shows no significant difference, any observed variations in responses are likely due to individual opinions rather than district-specific policies or institutional differences. Institutions should continue to reinforce work-life balance initiatives to maintain high faculty satisfaction.

References

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