

Review Article

# Faculty Contribution Towards Students Placements

<sup>1</sup>P.S Balaganapathy, <sup>2</sup>P.S Yugesh Raja, <sup>3</sup>Swathi Suresh

<sup>1</sup>Professor, Department of Management, Aarupadai Veedu Institute of Technology, Vinayaga Mission Research Foundation, Paiyanoor.

<sup>2,3</sup>Student, Department of Management, Aarupadai Veedu Institute of Technology, Vinayaga Mission Research Foundation, Paiyanoor.

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**Abstract** - Employee job commitment and turnover are widespread concerns in many industries. The education sector is particularly affected by teacher shortages, making it even more difficult to fill vacant positions. Confirmatory factor analysis has revealed various linkages among latent variables, highlighting the complexity of the issue. In addressing this problem, staff retraining is an essential tool to promote a committed workforce. Additionally, the placement of employees plays a significant role in fostering continuance commitment, which is vital for reducing turnover rates. Overall, addressing the issue of employee commitment and turnover requires a multifaceted approach that involves staff retraining, strategic placement, and a thorough understanding of the underlying factors affecting job commitment. This paragraph describes a research study that aimed to assess how three distinct factors—staff inspiration, placement, and retraining—affect teachers' commitment to their jobs. The study employed an ex post facto design and a latent variable structural equation modeling approach. Experts evaluated the face and content validity of both measures. Factor analyses, both confirmatory and exploratory, were used to establish the validity of the construct. The investigators discovered that while placement and motivation did not significantly affect staff work commitment, retraining did. Three aspects of dedication to one's work. The paper examines the consequences of theory, study, and application based on the results obtained.

**Keywords** - Commitment, Factor analysis, Latent variable, Prediction.

## 1. Introduction

The main purpose of secondary education is to shape the behavior of students and prepare them for successful and productive lives. To achieve this goal, educational systems rely heavily on teachers to ensure that the stated objectives are realized. For teachers to succeed in delivering quality service, they must be highly committed to their jobs. Unfortunately, studies have consistently shown that many teachers hold negative views and exhibit undesirable attitudes towards their work, which is a cause for concern.

This ineffectiveness can manifest in several ways, such as tardiness, conflicts with school administrators, the lack of preparation in creating lecture notes, and poor record-keeping. Such inefficiencies ultimately affect the quality of education received by students, which is why it is imperative that teachers are motivated and committed to their profession. The problem of ineffective teaching is compounded by the lack of commitment among many teachers' schools having a sizable minority student population. Furthermore, there was a higher likelihood of teachers quitting in fields like science, math, English, and foreign languages. Studies have indicated that teachers who are not as successful as their peers are more inclined to quit.

This issue is not limited to the United States, as similar research has been conducted in various parts and low retention rates. This global phenomenon is concerning, especially for developing countries like Nigeria, where unemployment rates are high, and attrition only exacerbates teacher shortages. It is crucial to address the issue of



teacher commitment and retention to ensure that students receive a quality education and teachers are supported in their profession.

## **2. Review of Literature**

This paragraph discusses various studies that have explored the impact of student placement activities on teacher productivity and student outcomes. The studies have found that appropriately allocated instructors according to their level of experience, proficiency, or experience can lead to better professional coordinated efforts and improved student outcomes. One study specifically found that the placement of female instructors is positively correlated with their passion for instructing and the academic success of their students. However, researchers have also discovered that a number of variables, like deployment and timing, can significantly affect how productive teachers are. Another study looked at the methods of administration used by principals to improve teachers' productivity, but it didn't look into the recording of placement. Lastly, a brief exploratory study revealed no connection between newly obtained knowledge and skills in human resource management and school administration.

This paragraph discusses several studies that examine the relationship between teachers' work placement, employee commitment, and job performance. The first study mentioned found that teachers' work placement did not have a positive effect on their employment outcomes, which contradicts the findings of another study that suggested the opposite.

Similarly, another study claimed that worker dedication could enhance employees' ability to complete tasks but not their overall caliber of work. This implies that a person who works hard may not necessarily perform successfully at work, and vice versa. The study mentioned in the paragraph goes on to say that certain educators put instructors in classes for which they lack practical experience, which can have a bad effect on their motivation for their jobs and their desire to stick with the company.

## **3. Discussion**

A quantitative ex-post facto research approach was used in this study, which entails gathering data without the researcher's intervention after an event has happened. This type of research is often used when changing human participants' characteristics is not feasible or ethical and is typically used to test cause-and-effect hypotheses. In this particular study, the ex post facto approach was deemed appropriate as, based on prior experiences, we gathered information on employee placement, retraining, motivation, and job commitment. Our objective was to better understand cause-and-effect relationships and find chances for prompt action and problem-solving through the analysis of this data.

The study found that job placement has little effect on the emotional connection between workers and organizations on the affective dimension. While it is uncertain whether this small effect could prevent turnover, the results imply that affective commitment among employees is more inherent than extrinsic. Employees' feelings about their organizations appear to be influenced more by internal variables than by environmental ones, such as love, interest, and passion for the work. This is consistent with findings from other studies that suggest that the psychological orientation of teachers predicts their commitment to public institutions.

Furthermore, studies have demonstrated that a great deal of instructors' dedication and enthusiasm stems from their love of the teaching profession and commitment to its advancement, independent of organizational developments.

The study's findings imply that staff placement did not boost employees' desire to stick with a company on the continuity dimension. Loyal workers who receive benefits and compensation for their labor may become emotionally detached as a result of this extraordinary lack of willingness. As long as they are still getting paid and

their incentives, nothing seems to be able to break this group of workers' allegiance. These results are consistent with earlier studies on employee commitment, including the work.

#### **4. Limitation of Study**

This study has some limitations, as is typical of any research. First and foremost, the study was carried out in Nigeria, an underdeveloped country with a limited geographic scope, which means that the generalizations made might only be applicable to developing nations or a particular subject of study.

Hence, it is essential to conduct comparative studies in this area in industrialized countries to make meaningful comparisons. Further studies will be required to explore this field. Secondly, the study only measured the extrinsic aspect of motivation, as it focused on the activities of educational managers in motivating workers. This suggests that the current study did not specifically measure the intrinsic component of staff motivation.

The present study did not provide empirical support for the hypothesis that there is a connection between the intrinsic incentives of employees and the extrinsic motivation techniques of leaders. In order to address this worry, future research should concentrate on the intrinsic aspect. Lastly, the study only examined three upstream variables, and several other factors could have been considered. Therefore, future studies should consider a broader range of upstream variables.

#### **5. Methods**

##### **5.1. Research Design**

A quantitative ex-post facto research technique was applied in this study. Ex post facto research, by definition, is a kind of study that starts after an event has already happened, independently of the researcher. When changing human participants' characteristics is not feasible or appropriate, an ex post facto approach is often used. Usually, cause-and-effect hypotheses are tested with this kind of research when an appropriate experimental design is impractical. In this particular study, the research design was deemed appropriate because, based on prior experiences, we gathered information on employee placement, retraining, motivation, and job commitment. By analyzing this information, we aimed to comprehend cause-and-effect linkages more fully and identify opportunities for prompt action and repair of any problems that arise.

#### **6. Conclusion**

The results of this study indicate that in order to foster teacher commitment in secondary schools, efficient staff personnel management strategies are critical. Retraining is the most effective approach to improving staff retention. While placement can predict the part of a worker's dedication, it is not a significant predictor of affective and normative aspects. Extrinsic motivation does not contribute significantly to employee loyalty unless they have a genuine passion for their work. The use of motivation can actually reduce affective commitment, albeit not significantly. If school administrators want to stop teacher turnover from increasing, they need to offer creative personnel management services. Teachers must be assigned tasks based on their abilities, expertise, and specialization, with those who are most passionate about their work given more challenging assignments to foster a positive classroom environment. Only instructors who have received specialized training from accredited institutions should be hired for secondary schools, and they must be provided with regular opportunities for re-education to keep up a capable teaching staff. To incentivize improvement in performance and dedication, rewards such as frequent promotions, regular salary payments, and other incentives should be offered to teachers. Managers and colleagues should also recognize and reward teachers who perform well, as this helps to build a positive work environment.

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