

A Study on HR Policies and Practices In Higher Education Institutions - A Comparative Study of M.P. and U.P.

Tripta Sharma

Research Scholar at Jiwaji University, Gwalior (MP)

G.P. Sharma

Phd. Asst Professor of Commerce, Govt. S.M.S. P.G. College

Abstract

Over the past two decades, the world saw a complete makeover in the way, Human Resource Management in organizations was defined, but in India, the change has been more prominent in the last decades. Higher Education Institutions leverage knowledge to spur innovation, improve customer service and help in achieving excellence. The administration, along with the faculty of the higher education institutes should pay attention in developing their educational institutes in the light of various dimensions of students' quality perception. They should comply with all the necessities, standards and requirements of quality education needed by students. Accreditation process and the law is not a solution for the problem instead the involvement of the stakeholders in every step is essential. This paper broadly focuses on HR policies and practices in higher education institutions & problems in education sector. This study outlines administrative solutions to the problems for achieving quality standards in Higher Educational Institutions.

Key words: Higher Education, Human Resource, HR Policies, MHRD.

Introduction

Human Resource

Every organization is made up of people and function through people called the human resource who come from different walks of life & who are different from one another in their psychological makeup. An organization's maximum valued assets are the people running there who in my opinion and collectively make contributions to the success of the objectives of the enterprise.

India is one of the largest higher education systems in the world. At present, government aided & managed institution play secondary role in higher education in the country. Though, India allows foreign universities participation, it is not enough to meet the ongoing need for higher education in the country. FDI in the higher education will play a catalytic role in integrating Indian economy with the world economy.

The higher education system of the country is controlled by an apex body & is indirectly controlled by MHRD. The department of Higher education monitored the third largest higher education system (India) of the world after U.S. and China.

Technical Education

Technical education plays a pivotal role in human resource development of the country by creating skilled manpower, increasing industrial productivity & improving the living standard of people.

Humans, materials and financial resources are three main resources to be managed in an organization to achieve its objectives and goals and among them human resource is the most important one.

The educational institutions and administrations are required to meet the following objectives to efficiently utilize the human resource.

- Recruitment and Selection process should be developed according to required work place.
- Help in creating better working environment and promote maximum and motivate them.
- Optimum utilization of objectives and skills of workforce.
- Keeping balance between personnel words of staff and institutions needs.

HRM Function includes:

- Recruitment and Selections
- Training and Development
- Wages and Salary Administration
- Staff Appraisals
- Placement and Inductions
- Transfer and Promotion
- Retrenchment and Retirement
- Social Welfare and Securities
- Industrial Relations
- Discipline

Prime objective of the present research is to study the extent of implementation of HR practices with respect to the UGC guidelines in Govt. and private universities of M.P. and U.P. We are taking 2 private and 2 public universities for our research work.

Review of Literature

The researcher has come across some books, Ph.D. theses, certain seminar papers and articles in her review, which carry some relevant literature significant for the present study.

Sources of Related Literature

Researchers go through the primary as well as secondary sources of literature.

Primary sources are-journals, magazines, published papers, books, essay books, administrative publications, and educational publications.

Secondary sources are-indirect sources of information, educational encyclopedia, reference books, guides and survey of educational researchers.

Lew Tek Yew, (2006) Examining the Influence of High Commitment Human Resources Practices (HRM) On Organizational Commitment: Curtin University of Technology, Sarawak Campus Malaysia: This study brings out that world class universities have a capability to attract & retain excellent & experienced academics because each faculty member has its own importance in the institution. To improve their ranking in world class universities they give financial support & better administrative working conditions in universities to retain good academics. Mufeed S. A. & Gurkoo F.A. (2006) have attempted, in the paper titled as "Enhancing educational Institutions effectiveness through HRD climate: An Empirical Assessment." this study reveals the whole gamut of HRD climate in universities and other academic institutions by eliciting employee perceptions on HRD climate for which the University of Kashmir, Srinagar is selected as the main focal point of study by the authors. They found that on the whole HRD climate of OCTAPACE culture is to be practiced by providing infrastructure facilities. The study indicated that there is still significant scope for improving HRD practices at the University based on study findings. Of Organizational Climate Perception Ana Job Element Satisfaction In Higher Educational Environment. This paper attempts to know the effect of organizational climate on job satisfaction and the behavior of employees. The variable chosen for the study under organizational climate include management and leadership style, personnel policies, working condition and challenging job, while for job satisfaction, the element include clear lines of communication salary packages promotional opportunities, administrative style , support from superiors and feedback about performance. The findings of the study reveal that there is a significant positive relationship between organizational climate and job satisfaction. The study conclude that management team should continually conduct workshops, seminars to update their staff in their various endeavors and different leadership styles so that they can select the most appropriate leadership style.

Oladipo Jimoh Ayanda, (2011) An Evaluation of Strategic Human Resource Management (SHRM) Practices in Nigerian Universities: This study examines empirically, the influence of ownership-type and age on the adoption of Strategic Human Resource Management (SHRM) practices that have been shown to contribute to organizational effectiveness. The study also hypothesized that there is no significant difference between the level of strategic HRM practices adopted by government-owned universities and private universities in Nigeria. The study, therefore, recommends among others that: universities should improve their integration of HRM practices

into their overall operations and strategies; universities most especially the private-owned universities should provide more funds for staff training development. Private universities should be encourage to adequately plan for the career development of its employees as well as giving them adequate opportunities to participate in taking strategic as well as tactical decisions affecting their work environment; They should also be encourage to formulate and document their respective human resource strategies and policies.

Mir Mohammed Nurul Absar,(2012) Recruitment & Selection Practices in Manufacturing Firms in Bangladesh :In this paper researcher analyze that recruitment & selection is one of the most important function of HRM .The present study aims at exploring differences & similarities between the public & the private sector manufacturing firms of Bangladesh with respect of recruitment & selection practices. The study shows that the overall status of private sector firms is significantly better than that of the public sector firms in Bangladesh.

The forgoing review of relevant literatures shows that there has not been any single study on the topic of human resource policies and practices in higher education institutions in M.P. and U.P. The available literature from the review gives some descriptions and suggestions and some facts and figures suitable for a lead in the present work. The premier studies related to the present topic had been done by the prominent commissions and committees appointed on higher education in the country and the state.

Importance of the Related Literature

A researcher must be aware of what has gone before and materialized in the area of his study and its present status. Knowing who said what and learning what was done where and by whom, and understanding that left what, and how and why the investigator must contribute to the topic further is, nothing but, an inevitable exercise in research.

Purpose of the Study

The trade in higher education services has prompted numerous studies that compare various aspects of higher education and HR. The purpose of this literature review is to offer an overview of significant literature published on the topic related to higher education and HR policies and their practices. This literature review surveys scholarly articles, books and other sources (e.g. dissertations, conference proceedings, journals, working papers,

seminar papers, articles, PhD thesis, and books) relevant to the issues of higher education and HR Policies and Practices.

The main purpose of our study is to provide theoretical background for our research work and clarifies every concept and assumptions .It gives the platform to the present research in the field of the problem which helps in developing planning of present work, this also helps us in analyzing data and framing objectives and defining sample size.

“Survey of literature is very important for the planning and execution of research work.”

Research methodology

Objectives of Our Research are:

- To study the role of HR policies in the development of MP and UP's Higher Educational Institutions.
- To study the different determinants of HR policies and practices.
- To understand the performance appraisal of employees in the selected institutions.
- To determine the implementation of HR policies and practices in the selected institutions according to the UGC guidelines.
- To find out the difference in implementing the policies.
- To Assessment the recruitment and selection process follows the UGC norms.

Hypothesis

Keeping in view of the above objectives we have formulated the given hypothesis:

We are taking the null hypothesis for our research.

- There will be no significant difference in the role of HR policies in the development of M.P. and U.P.'s Higher Educational Institutions.

- There will be no significant difference in the different determinants of HR policies and practices of M.P. and U.P.'s Higher Educational Institutions.
- There will be no significant difference in the performance Appraisal of employees in the M.P. and U.P.'s Higher Educational Institutions.
- There will be no significant difference in the implementation of HR policies and practices in the M.P. and U.P.'s Higher Educational Institutions according to the UGC guidelines.
- There will be no significant difference in the implementing the policies of M.P. and U.P.'s Higher Educational Institutions.
- There will be no significant difference of recruitment and selection process follows the UGC norms M.P. and U.P.'s Higher Educational Institutions.

Limitations of the study

As with other studies, this study has limitations which should be noted.

- As far as the Private universities concerned, they generally do not have any HR policies but the ordinances which have all the rules & regulations.
- Second limitation is that we are taking only two Government and two private universities of M.P. and U.P.
- Third limitation is with the nature of data collection as academic staff may give negative responses.
- Fourth is we are taking only technical universities for our study.
- Fifth is that we are taking recruitment and selection, performance appraisal, training and development, placement and induction determinants for our study.

Data collection:

On the basis of collected data a master sheet was prepared by the researcher, which presented about the response of faculty and students

under the study. It was systematically managed showing the details of scores obtained questionnaire.

Sample Size

We take sample size of 400 employees both teaching and non teaching. In that 200 employees are from private and 200 are from government institutions. Further, 200 employees are divided into two parts into two states i.e. MP and UP.

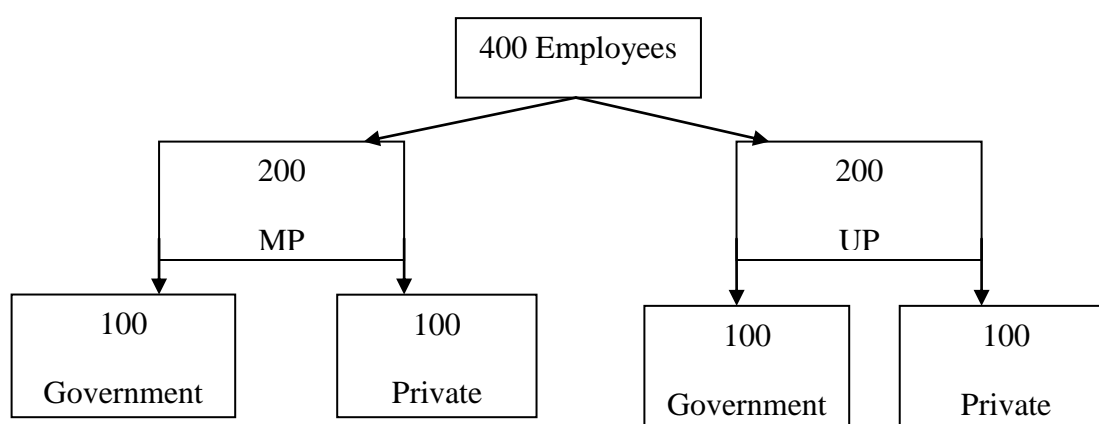


Figure 1 : shows the sample distribution

Data analysis

H1. There will be no significant difference in the role of HR policies in the development of M.P. and U.P.'s Higher Educational Institutions.

For 16 df the value of chi square at 0.01 level of significant (FROM Table) is 32.00 and at 0.05 level significant is 26.29. The Calculated value of chi square is 38.59 which is more than these two standard values and hence is significant. That is the significant difference in the role of HR policies in the development of M.P. and U.P.'s Higher Educational Institutions. Hypothesis is rejected. Hence there will be significant difference in the role of HR policies in the development of M.P. and U.P.'s Higher Educational Institutions.

H2 There will be no significant difference in the different determinants of HR policies and practices of M.P. and U.P.'s Higher Educational Institutions.

For 35 df the value of chi square at 0.01 level of significant (FROM Table) is 50.89 and at 0.05 level significant is 43.77. The Calculated value of chi square is 28.77 which is less than these two standard values and hence is not significant. Hence hypothesis is true there will be no significant difference in the different determinants of HR policies and practices of M.P. and U.P.'s Higher Educational Institutions.

H3. There will be no significant difference in the performance Appraisal of employees in the M.P. and U.P.'s Higher Educational Institutions.

For 28 df the value of chi square at 0.01 level of significant (FROM Table) is 48.28 and at 0.05 level significant is 41.34. The Calculated value of chi square is 18.72 which is less than these two standard values and hence is not significant. Hence hypothesis is true, there will be no significant difference in the performance Appraisal of employees in the M.P. and U.P.'s Higher Educational Institutions.

H4. There will be no significant difference in the implementation of HR policies and practices in the M.P. and U.P.'s Higher Educational Institutions according to the UGC guidelines.

For 36 df the value of chi square at 0.01 level of significant (FROM Table) is 50.89 and at 0.05 level significant is 43.77. The Calculated value of chi square is 46.82 which is less than 0.01 level but greater than 0.05 level hence is not significant at 0.01 level and significant at 0.05 level.

So at 0.01 level hypotheses is true. There will be no significant difference in the implementation of HR policies and practices in the M.P. and U.P.'s Higher Educational Institutions according to the UGC guidelines.

But at 0.05 level hypotheses is fail. There will be significant difference in the implementation of HR policies and practices in the M.P. and U.P.'s Higher Educational Institutions according to the UGC guidelines.

H5. There will be no significant difference in the implementing the policies of M.P. and U.P.'s Higher Educational Institutions.

For 36 df the value of chi square at 0.01 level of significant (FROM Table) is 50.89 and at 0.05 level significant is 43.77. The Calculated value of chi

square is 10.36 which is less than these two standard values and hence is not significant. Hence hypothesis is true There will be no significant difference in the implementing the policies of M.P. and U.P.'s Higher Educational Institutions.

H6. There will be no significant difference of recruitment and selection process follows the UGC norms M.P. and U.P.'s Higher Educational Institutions.

For 36 df the value of chi square at 0.01 level of significant (FROM Table) is 50.89 and at 0.05 level significant is 43.77. The Calculated value of chi square is 28.50 which is less than these two standard values and hence is not significant. Hence hypothesis is true. There will be no significant difference of recruitment and selection process follows the UGC norms M.P. and U.P.'s Higher Educational Institutions.

Conclusion

Education plays an important role in molding the character and personality of a person. Policies of M.P. and U.P.'s Higher Educational Institutions are different. So HR strategy and business strategy, and development practices towards organizational performance, HR practices in private and public sector, compensations and benefits management, employability issues and barriers to effective implementation of HR practices are also different.

Both institution of M.P. and U.P. are encourages its employees to think, to express, share their views with the management to facilitate decisions & operations through collective wisdom & follow a prudent approach recognize their contribution through recognition & rewards.

Performance appraisals can effort employees' views of and indebtedness to their organization. The action of performance appraisal and attitude has a role in the perceptions of the impartiality, right of eminent domain, and clear mind of a wide chain of organizational practices.

To maintain the quality of education and teaching - learning - skills, the present prevailing system of accreditation process requires marked improvement and especially so, after accreditation, the surveillance and sustainability of the same standards are a question mark today.

Liberalization, Privatization & Globalization policies initiated by Government of India has forced the M.P. and U.P.s organizations to change

their operational & business strategies. Students should be given freedom to choose any of the courses of his interest, at the same time industry may also select students as per their need and train accordingly. This will help the students for getting better opportunity. University shall give this freedom to the individual institute to offer wide variety of courses and to frame the content of the course.

Researcher found that MP's and UP policies, compared to these policies that there is no difference in the two states in applying almost equal policies of M.P. and U.P.'s Higher Educational Institutions.

Central government prepares policies and plan while responsibility of State government is run those policies on ground. The standard education facilities are higher in the states which are much rich. There is a need to change such defects from the country education system which only can be influenced by increasing funding and providing better facilities to students. But we know there is always increase in the fund for the education system but never implemented in that area. So we have to work in this area. Government tries to make different policies which are implemented but quality never checked. Majority of fund goes in the pockets of officials working for this. There is a vast need to improve the quality and standards.

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