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## Human Resource Development Climate of Teachers in Higher Education Institutions

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### **Abstract**

*Higher education is to play a more and more useful role in the socio-economic transformation of the country. How effectively and efficiently they have been able to meet the rising expectations of the society and moreover the country would naturally depend upon, how best the education authorities have taken care of the development of its employees.*

*The present study is undertaken with a view, to assess the HRD climate among teaching staff of the College and University. To measure the HRD climate a 25 items HRD climate survey questionnaire was administered to selected respondents. The result indicate that 2 item is very good, 11 item is fairly good, 11 item is good and 1 item is average score. Conclusively the score of HRD climate for the teachers of higher education institutions is good (69%).*

**Keywords:** HRD climate, Higher Education, University, College, Teachers

### **1. Introduction**

The Human Resource Development is a process through which employees in an organisation are assisted to realise their full potential for their present and future jobs.

Thus, HRD is needed by every organisation that is interested in stabilizing, growing, diversifying, renewing itself to become more effective and in improving its systems and services. It is also essential for changes and for becoming more dynamic and playing leadership roles.

The contributions of human resource development for the organisational effectiveness are more significant in a service-oriented sector like higher education, where improvement in service has to be made to meet the rising expectations of the society and the country. Higher education is to play a more and more useful role in the socio-economic transformation of the country. How effectively and efficiently they have been able to meet the rising expectations of the society and moreover the country would naturally depend upon, how best the education authorities have taken care of the development of its employees. The present study was conducted in university teaching deptt. and various colleges of jurisdiction of APS University Rewa, Madhya Pradesh. 350 teachers from different groups participated in the study.

### **2. Methodology**

With a view to analysing the HRD climate of teachers in Higher Education Institutions, questionnaires distributed among the various cadres of I Group A (University Professors & College Principals), II Group B (University Associate Professors (Readers) and College Professors), III Group C (University and Colleges Assistant Professors). To measure the HRD climate a 25 items HRD climate survey questionnaire was administered to the selected respondents. To ensure the study more purposeful selection of institutes and respondent for data collection was made in such manner, in which the representation of teachers from various higher education institutes i.e. university teaching deptt., post graduate, under graduate; boys, girls; science, art, law, commerce; private, govt., semi govt.; excellence, autonomous and affiliated colleges was included. The scoring was analysed on five point scale and score was simplified in percentage as per the formula of Rao (1991) i.e.

- Percentage score = Mean score  $\times$  25

Five categories of gradation were very good, fairly good, good, average and poor.

### **3. Review of Literature**

Some studies have been conducted in the area of educational planning and human resource management. (Kapoor 1998, Rao 1996, Gautam 2005, Tiwari and Tiwari 2011, 2012, Tiwari 2012, 2012a, 2013, 2014).

Based on peculiar character of higher education *Solve Model* technique for understanding the task of solving educational management problems. However, implementing the solve technique concept of total quality management (TQM) should be applied. Kapoor (1998) has reported the necessity of right motivation, high ambitions, proper target, discipline, accountability, trust, fairness, transparency, self confidence, accreditation and research in education to improve the quality of Indian higher education.

The short comings of existing process of teacher appraisal and proposed participatory teacher appraisal process, which is more transparent, database, participatory and cater to the developmental need of teachers. It will help in improving the quality of teaching and accountability of teachers thereby improving the quality of institution in the long run. Acquaintance with *TQM* and *Gung Ho* techniques through professional exposure would provide significant opportunity for transforming Indian higher education institutions. These include strengthening the educational structure, designing new mode of testing, encouraging teachers to take a greater leadership role, developing mechanisms for student assessment of teachers etc.

Tiwari and Tiwari (2011,2012), a combination of various factors such as openness, team spirit, trust, autonomy, cooperation, integrity, recognition, communication and respect for the individual influenced the climate of an organization. Rao and Abraham (1991) developed a 38 item HRD) questionnaire and conducted a study in 41 organisations.

Recently Tiwari(2012,2012a,2013,2014) reported the poor response of employees against certain factors those are responsible for low job satisfaction in A.P.S. University, Rewa, i.e. promotion, chances to learn, employees development, team spirit, encouragement and administrative decisions. She has suggested the introduction of guiding spirit, integrated and sound training programmes to incorporate them and strengthen personnel policies. She also recommended the need for recognising the importance of human resource for the development of employees.

#### 4. HRD Climate in the Higher Education Institutions

The table 1, 2 fig 1, 2 &3 under reference shows the item wise mean score and percentages of the groups A, B, C and overall HRD climates of the 25 items obtained in HRD climate survey of teachers of the Higher Education Institutions. Some of the trends noticed are given below.

The HRD climate of teacher in Higher Education Institution appears to be good. The average mean score and percentage of 25 items has been calculated at 3.756 (68.9%) for group A, 3.57 (64.25%) for group B, and 3.877 (71.925) for group C, The average mean score and percentage of the overall HRD climate of 25 items has been computed at 3.7603 (69%).

The most important factors contributing very good scores to the HRD climate are (i) the authorities believe that human resources is important (item-2) (ii) development of the subordinates in seen as an important of their job (item-3). Other important factors resulting is fairly good scores are (i) personnel policies facilitate teachers development (item 4); (ii) seniors take interest in their juniors to learn (itme-6), (iii) teachers are helpful to each other (item-8) (vi) authorities make efforts to identity and utilize the potential (item-10), (v) promotion decisions are based on the suitability than on favourism (item-11); (vi) teachers are encouraged to experiment with new methods (item-15); (vii) teachers take seriously behaviour feed back (item-16); (viii) teachers returning from training programmes are given opportunities to try out that they learnt (item-18) (ix) job rotation facilitates teachers development (item-19); teachers are not afraid to express their feeling with their superior or subordinates (item-20); (xi) juniors use as an opportunity for development when seniors delegates power (item-21).

The factors on which the teachers of Higher Education Institutions scored good are. (i) authorities go out of way to make sure that teachers enjoy (item-1); (ii) authorities wish to invest a considerable part of their time and other resource (item-5) ; (iii) teachers lacking competence in doing their jobs are helped to acquire competence (item-7); (iv) psychological climate is very conducive (item-9)l (v) officer take special care to appreciate if teacher does good work (item-13); (vi) appraisal reports are based on objective assessment and adequate information (item-14). (vii) teacher are sponsored for training programme seriously (item-17); (viii) team spirit is of high order (item-22); (ix) teacher try to solve the problem (item-23); (x) carrier opportunities are pointed out to juniors by senior officers (item-24, and (xi) institution's future plans are made known to the teachers (item-38).

The item which scored average is (i) mechanism of reward good work (item -12).

#### 5. HRD in Higher Education Project Work

S.N.	Group (A) MS	% Score	CAG	Group (B) MS	% Score	CAG	Group (C) MS	% Score	CAG	Overall MS	% Score	CAG
1.	3.428	60.717	G	3.488	62.209	G	4.083	77.083	FG	3.707	67.675	G
2.	4.095	77.381	FG	4.232	80.814	VG	4.375	84.375	VG	4.241	81.025	VG
3.	4.412	85.317	VG	3.976	74.416	FG	4.394	84.859	VG	4.231	80.775	VG
4.	3.809	70.237	FG	3.697	67.441	G	3.944	73.611	FG	3.903	72.575	FG

5.	3.69	67.25	G	3.325	58.139	AV	3.916	72.916	FG	3.693	67.325	G
6.	4.095	77.381	FG	3.837	70.930	FG	3.3.958	73.958	FG	3.977	74.425	FG
7.	3.809	70.238	FG	3.511	62.790	G	3.819	70.486	FG	3.741	68.525	G
8.	4.063	76.587	FG	3.72	68.023	G	3.722	68.055	G	3.842	71.05	FG
9.	3.444	61.1	G	3.232	55.814	AV	3.819	70.486	FG	3.662	66.55	G
10.	3.809	70.238	IG	3.348	58.721	AV	4.152	78.819	FG	3.836	70.9	FG
11.	4.129	78.225	FG	3.397	67.441	G	4.0	75.00	FG	3.972	74.3	FG
12.	3.225	55.625	AV	3.162	54.069	AV	3.694	67.361	G	3.399	59.975	AV
13.	3.65	66.269	G	3.372	59.302	AV	3.791	69.791	G	3.639	65.975	G
14.	3.666	66.667	G	3.534	63.372	G	3.875	71.875	FG	3.718	67.95	G
15.	3.629	65.475	G	3.695	59.883	AV	4.055	76.389	FG	3.813	70.325	FG
16.	3.825	70.635	FG	3.767	69.186	G	4.194	78.873	FG	3.960	74.00	FG
17.	3.333	58.325	AV	3.321	58.139	AV	3.763	69.097	G	3.504	62.6	G
18.	3.73	68.252	G	3.79	69.767	G	3.944	73.611	FG	3.831	70.775	FG
19.	3.888	72.2	FG	3.813	70.348	FG	3.930	73.263	FG	3.886	72.15	FG
20.	3.793	69.84	G	3.279	56.976	AV	3.957	73.943	FG	3.813	70.325	FG

21.	4.015	75.375	FG	4.199	78.488	FG	4.055	76.388	FG	4.075	76.875	FG
22.	3.857	71.427	FG	3.279	56.976	AV	4.0	75.00	FG	3.781	69.525	G
23.	3.682	67.062	G	3.418	60.465	G	3.985	74.647	FG	3.740	68.5	G
24.	3.396	59.92	AV	3.325	58.139	AV	4.041	76.041	FG	3.640	66.00	G
25.	3.428	60.7	G	3.604	65.116	FG	1.180	79.513	FG	3.744	68.6	G
AV	3.756	68.9	G	3.57	64.25	G	3.877	71.925	FG	3.7603	69	Good

Table 1: Item wise mean score & percentage score & category of group A ,B,C and overall HRD climate in Higher Education Institutions

S.No.	Category	Percentage Range	Item No.	Total
1.	Very Good	80 to 100%	2, 3	02
2.	Fairly Good	70 to 80%	4,6,8,10,11,15,16,18,19,20,21	11
3.	Good	60 to 70%	1,5,7,9,13,14,17,22,23,24,25	11
4.	Average	50 to 60%	12	01
5.	Poor	Less than 50%	Nil	Nil
			Total	25

Table 2: Item wise Degree Distribution of HRD Climate in Higher Education Institutions

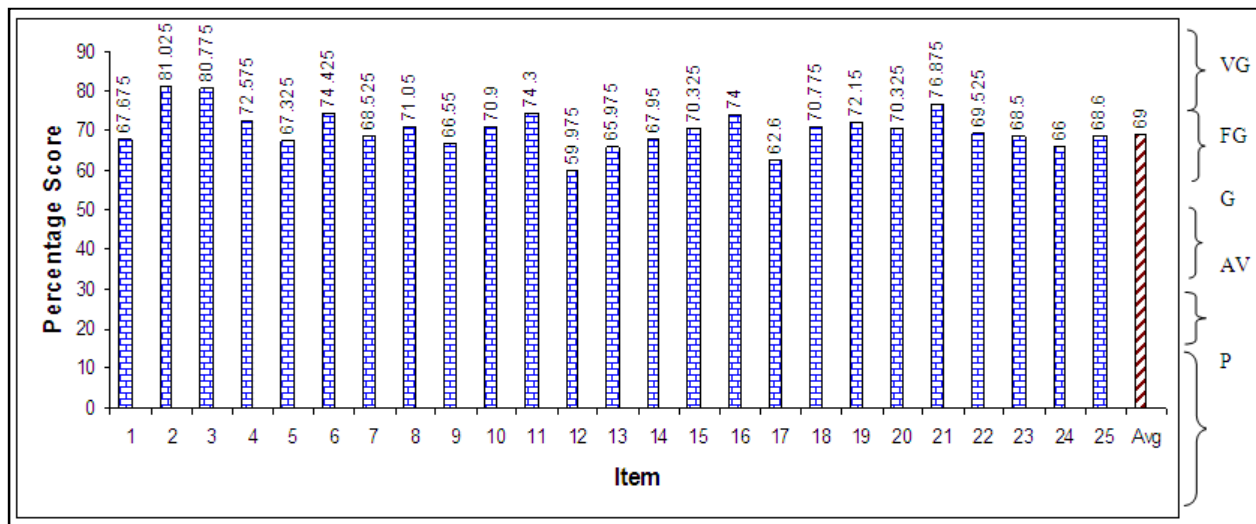


Figure 1: Item wise percentage score & category of HRD climate in Higher Education Institutions  
 Categories : P = Poor, AV = Average, G = Good, FG, Fairly Good, VG = Very Good

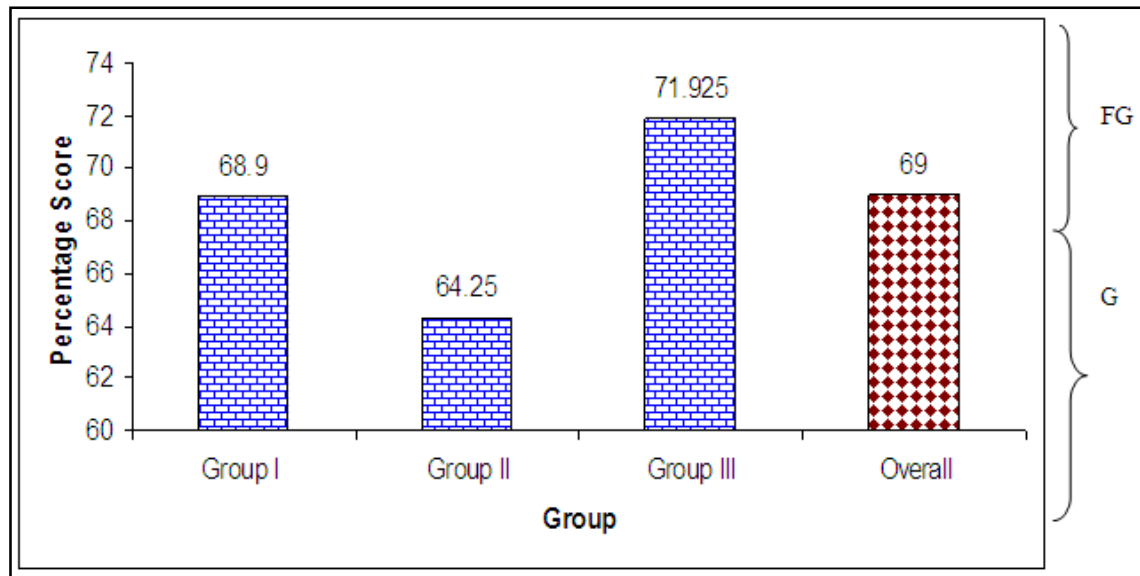


Figure 2: Percentage score & category of Group A, B, C and Overall HRD climate in Higher Education Institutions  
Categories : P = Poor, AV = Average, G = Good, FG, Fairy Good, VG = Very Good

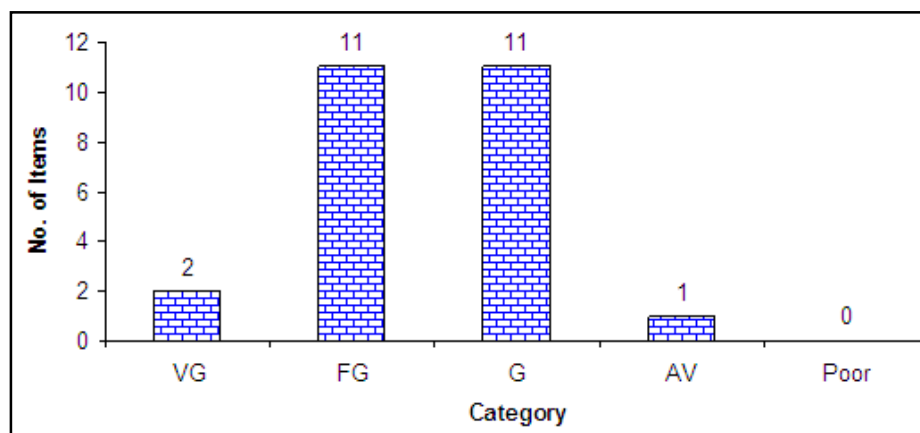


Figure 3: Category wise HRD climate in Higher Education Institutions

## 6. Suggestions

- The authorities should recognize the human resource and invest considerable time and other resources to ensure development of teachers ;
- All the Group of the teachers should be subjected to integrated and sound training programmes;
- Personnel policies should be strengthened;
- Guiding spirit should be introduced;
- Superior-subordinate relationship be friendly and informal;
- Belief in the capability of the teachers, openness and receptivity to suggestions should be developed in superiors;
- authority be delegated power to employees to provide opportunity for development; and
- Appraisal and feedback systems should be strengthened;
- team work and broad mentality among teachers should be promoted so they can work together to achieve the objectives of the organization.

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