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An Analysis of HRD Mechanisms in Teachers of Higher Education Institutions of Madhya Pradesh

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Abstract
HRD climate contributes to the development of over health and self-renewing capabilities of the organization. HRD mechanisms are the methods initiated to develop employee competencies. These considered as instrument facilitate change. Human resource development mechanisms training, performance appraisal and feedback, potential appraisal, career planning, rewards and employee welfare are fundaments for employee performance.
The present study is undertaken with a view, to assess HRD mechanisms among teachers of higher education institutions. The result indicates the overall HRD mechanism of higher education institutions is good. The study have shown that elements like training, feed back, job rotation, and counseling have fairly good score; performance and potential appraisal and career planning contributing good score, while welfare for quality of work life presented average score.

Keywords: HRD climate, HRD mechanisms, Higher Education, Teacher

1. Introduction
Human resource development in the organization context is a process by which the employees of an organization are helped in a continuous, planned way. Human resource development involves all management decision and practices that direct or influence the human resources in the organization. HRD climate contributes to the development of over health and self-renewing capabilities of the organization which in turn, increases like enabling capabilities of individual dyads, team and the entire organization. HRD mechanisms are the methods initiated to develop employee competencies. These considered as instrument facilitate change. HRD mechanism include performance and potential appraisals, training, feed back, counseling, career planning, employee welfare for quality of work life, job rotation etc. Successful implementation of HRD involves taking an integrated look at HRD and making efforts to use as many HRD mechanisms as possible. The present study is undertaken with a view, to analyze HRD mechanisms among teachers of higher education institutions i.e. University and college of A P S University jurisdiction.

2. Review of Literature
According to Sarawathi (2010), human resource development in the organization context is a process by which the employees of an organization are helped in a continuous, planned way .human resource development involves all management decision and practices that direct or influence the human resources in the organization (Solkhe and Chaudhary, 2011).. Human resource development mechanisms of training, performance appraisal and feedback, potential appraisal, career planning, rewards and employee welfare are fundaments for employee performance. Alphonsa (1998) divided HRD climate in to 7 different dimensions as: top management belief in HRD, superior and subordinate relationship, personnel policies, team spirit, employee's development, training, employee's initiative and management encouragement. Rao and Abraham (1985) have referred to the existence of an optimal level of developmental climate as a prerequisite for facilitating HRD system in the organizations. The three variables of HRD climate are- general climate, HRD mechanisms, HRD values.

2.1. Job training
Training is one of the most important functions that directly contribute to the development of human resources. Training is a set of planned activities on the part of an organization to increase the job knowledge and skills or to modify the attitudes ad social behaviour of its members in ways consistent with the goals of the organization and the requirement of the job (Schmidt, 2007).two major types of training are off-job training which is conducted outside the office; and an on-job training which is conducted within the office environment. Successful and effective job training largely impact the productivity of employees during their present job. If employee feels well-trained, they automatically commit to the organization.

2.2. Performance appraisal and feedback
Performance appraisal consists of a framework of planned goals, standards and competence requirements and plays an important role in integrating the individual's needs with the organization needs (Saraswathi, 2010).

2.3. Potential appraisal and career planning
In organization that subscribe to human resource development, the potential of every employee is assessed periodically. Such assessment is used for developmental planning as well as for placement. Saraswathi (2010) say that in most Indian organization, the normal practices are to promote people on the basis of past performance. She argues that most young executive coming to organizations are career minded, ambitious and looking for fast growth.

2.4. Reward and employee welfare
Rewarding employee performance and behaviour is an important part of human resource development. Organizations with better learning, training and development systems, reward and recognition and information system promoted human resource development. According to Mercer (2003), employees will stay if they are rewarded. Employees are usually rewarded based on quality based performances.
Some studies have been conducted to highlight the factors that determine the influences of HRD climate in the area of educational planning and human resource management (Kapoor1998, Rao1996, Gautam2005, Sharma and Pathania 2005, TiwariandTiwari2011, 2012; Tiwari2012, 2013, 2014).
Peculiar character of higher education *solves 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. 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 sprit, trust, autonomy, cooperation, integrity, recognition, communication and respect for the individual influenced the climate of an organization. They stated the degree of general climate and OCTAPAC culture are almost identical (average) while that the HRD mechanisms is certainly poor in non-teaching staff of A P S University Rewa. Rao and Abraham (1985) stated that HRD is a process, not merely a set of mechanisms and techniques such as performance appraisal, counseling, training and organizational development interventions are use to facilitate, initiate and promote this process in a continuous way. Rao (1991) developed 38 items HRD climate questionnaire, these items use grouped into three variables- general climate, HRD mechanisms and OCTAPAC culture.
Recently Tiwari2012,,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 recognizing the importance of human resource for the development of employees.

3. Objectives
- To study the HRD mechanisms among teachers of higher education institutions.
- To assess the variations in HRD mechanisms among various group of teachers.
- To suggest appropriate measures to improve the HRD mechanisms in higher education institution.

4. Methodology
with a view to analyzing the HRD mechanisms 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 and College Professors), III Group C (University and College Asstt. 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 dept., Postgraduate, Under Graduate; Boys, Girls; Science, Art, Law, Commerce; Private, Govt., Semi Govt.; Excellence, Autonomous and affiliated colleges was included. The scoring was analyzed on five point scale and score was simplified in percentage as per the formula of Rao (1991) i.e.
- Percentage score = Mean score -1x25
Five categories of gradation were very good, fairly good, good, average and poor.

5. Result

5.1. HRD climate in the Higher Education Institutions
The table 1& fig. 1 under reference show the average mean score and percentages of the groups A, B, C and overall HRD climate. The HRD climate of teacher in higher education institution appears to be good. The average mean score and percentage of 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 3.760(69%).

5.2. HRD climate Variables

The table 2& fig. 2 under reference show the average mean score and percentages of the different variables of HRD climate.

- The General climate appears fairly good score. The average mean score and percentage calculated at 3.865 (71.63%) for group A, 3.636 (65.91%) for group B and 4.024 (75.62%) for group C. The average mean score and percentage of the overall General climate has been computed at 3.883 (72.08%).
- The HRD mechanisms appear fairly good score. The average mean score and percentage calculated at 3.648 (66.20%) for group A, 3.504 (62.61%) for group B and 3.592 (64.81%) for group C. The average mean score and percentage of the overall HRD mechanisms has been computed at 3.811 (70.28%).
- **3.** The HRD values appear fairly good score. The average mean score and. Percentage calculated at 3.722 (68.06%) for group A, 3.559 (63.98%) for group B and 3.592 (64.81%) for group C. The average mean score and percentage of the overall HRD values has been computed at 3.811 (70.28%).

S.N.	GROUP (A) MS	%	CAG	GROUP (B) MS	%	CAG	GROUP (C) MS	%	CAG	OVERALL MS	%	CAG
AVG	3.756	68.9	G	3.57	64.25	G	3.877	71.92	FG	3.760	69	G

Table 1: Item wise mean score, percentage & category
of Group A, B, C and Overall HRD climate in Higher Education Institutions
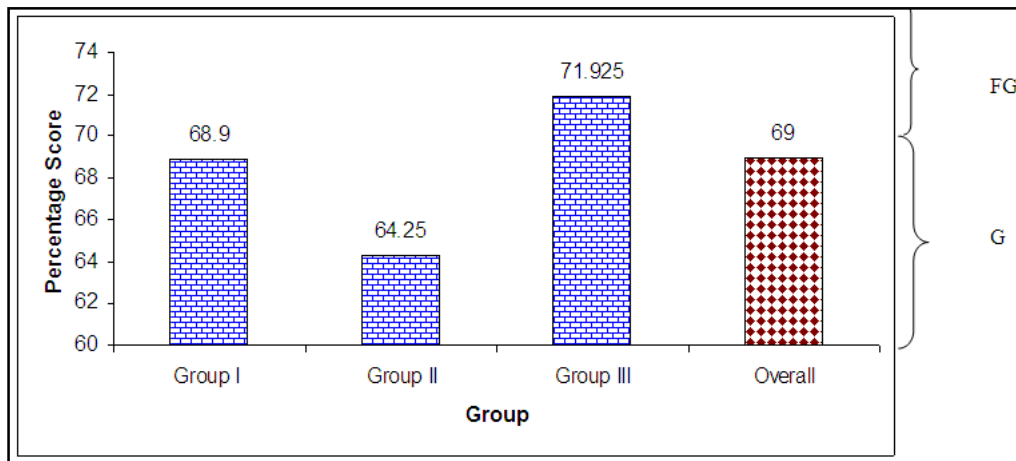*Categories: P = Poor, AV = Average, G=Good, FG= Fairly Good, VG= Very Good*

Figure 1: Persentage score & category of group a, b, c and overall hrd climate in higher education institutions
Categories: P = Poor, AV = Average, G=Good, FG= Fairly Good, VG= Very Good

Variables	Item no.	Groups									Overall		
		A			B			C					
		AMS	%	CAG	AMS	%	CAG	AMS	%	CAG	AMS	%	CAG
General climate	1 to 10	3.865	71.63	FG	3.636	65.91	G	4.024	75.62	FG	3.883	72.08	FG
HRD mechanisms	11 to 18	3.648	66.21	G	3.504	62.61	G	3.914	72.86	FG	3.729	68.23	G
HRD values	19 to 25	3.722	68.06	G	3.559	63.98	G	3.592	64.81	G	3.811	70.28	FG
Overall HRD climate		3.756	68.9	G	3.57	64.25	G	3.877	71.92	FG	3.760	69	Good

Table 2:General climate, HRD mechanisms and HRD values of different Group of Teachers of Higher Education Institutions
Categories: P = Poor, AV = Average, G=Good, FG= Fairly Good, VG= Very Good
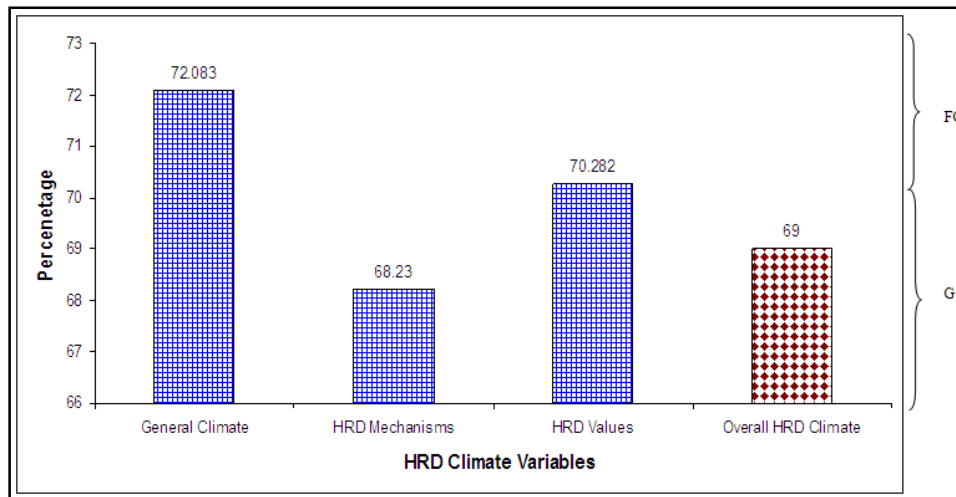
Figure 2: Percentage and categories of HRD climate variables   in Higher Education Institutions:
Categories: P = Poor, AV = Average, G=Good, FG= Fairly Good, VG= Very Good

5.3. HRD mechanisms elements of the Teachers of Higher Education Institutions

- **Performance and potential appraisal:** THE performance and potential appraisals appears good score. The average mean score and percentage calculated at 3.815 (70.37%) for group A, 3.79 (69.76%) for group B and 3.886 (71.65%) for group C. The average mean score and percentage of the overall performance and potential appraisal has been computed at 3.77 (69.25%).
- **Training:** The training appears fairly good score. The average mean score and percentage calculated at 3.73 (68.25%) for group A, 3.79 (69.76%) for group B and 3.944 (73.61%) for group C. The average mean score and percentage of the overall training has been computed at 3.831 (70.77%).
- **Feed back:** The feed back appears fairly good score. The average mean score and percentage calculated at 3.825 (70.63%) for group A, 3.767 (69.18%) for group B and 4.194 (78.87%) for group C. The average mean score and percentage of the overall feed back has been computed at 3.96 (74%).
- **Counseling:** The counseling appears fairly good score. The average mean score and percentage calculated at 3.629 (65.47%) for group A, 3.695 (59.88%) for group Band 4.055 (76.83%) for group C. The average mean score and percentage of the overall counseling has been computed at 3.831 (70.32%).
- **Welfare for quality work life:** The welfare for quality work life appears fairly good score. The average mean score and percentage calculated at 3.225 (55.62%) for group A, 3.162 (54.06%) for group B and 3.694 (67.36%) for group C. The average mean score and percentage of the overall welfare for quality work life has been computed at 3.399 (59.97%).
- **Job rotation:** The job rotation appears fairly good score. The average mean score and percentage calculated at 3.888 (72.2%) for group A, 3.813 (70.34%) for group B and 3.93 (73.26%) for group C. The average mean score and percentage of the overall job rotation has been computed at 3.886 (72.15%).
- **Counseling:** The counseling appears fairly good score. The average mean score and percentage calculated at 3.333 (58.32%) for group A, 3.321 (59.13%) for group B and 3.763 (67.09%) for group C. The average mean score and percentage of the overall career planning has been computed at 3.504 (62.6%)(Table-3 and Fig.3&4).

Sl. No.	Groups	Item no.	A			B			C			Overall		
	Elements of HRD mechanisms		AMS	%	CAG	AMS	%	CAG	AMS	%	CAG	AMS	%	CAG
1.	Performance & potential appraisal	11 13 14	3.815	70.37	FG	3.434	60.85	G	3.886	71.65	FG	3.77	69.25	G
2.	Training	18	3.73	68.25	G	3.79	69.76	G	3.944	73.61	FG	3.831	70.77	FG
3.	Feed back	16	3.825	70.63	FG	3.767	69.18	G	4.194	78.87	FG	3.960	74.00	FG
4.	Counseling	15	3.629	65.47	G	3.695	59.88	AV	4.055	76.38	FG	3.831	70.32	FG
5.	Welfare for quality work life	12	3.225	55.62	AV	3.162	54.06	AV	3.694	67.36	G	3.399	59.97	AV
6.	Job rotation	19	3.888	72.2	FG	3.813	70.34	FG	3.930	73.26	FG	3.886	72.15	FG

| 7. | Career planning | 17 | 3.333 | 58.32 | AV | 3.321 | 59.13 | AV | 3.763 | 69.09 | G | 3.504 | 62.6 | G |

Table 3: Average mean score, percentage and categories
of elements of HRD mechanisms in different groups of Teachers of Higher Education Institutions
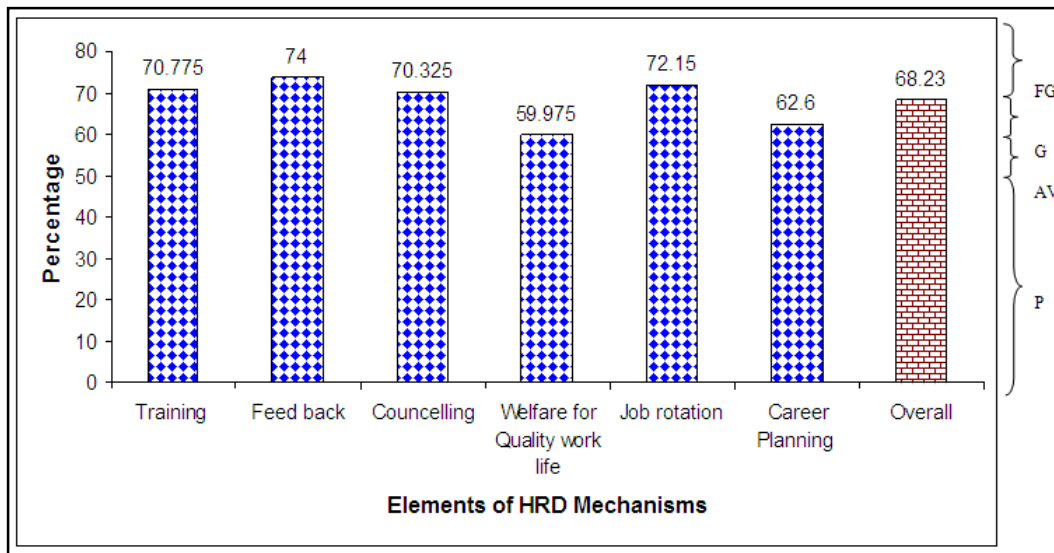*VG = Very Good, FG = Fairly Good, G = Good, AV = Average, P = Poor*

Figure 3: Percentage score & categories of elements of HRD mechanisms in Teachers of Higher Education Institutions
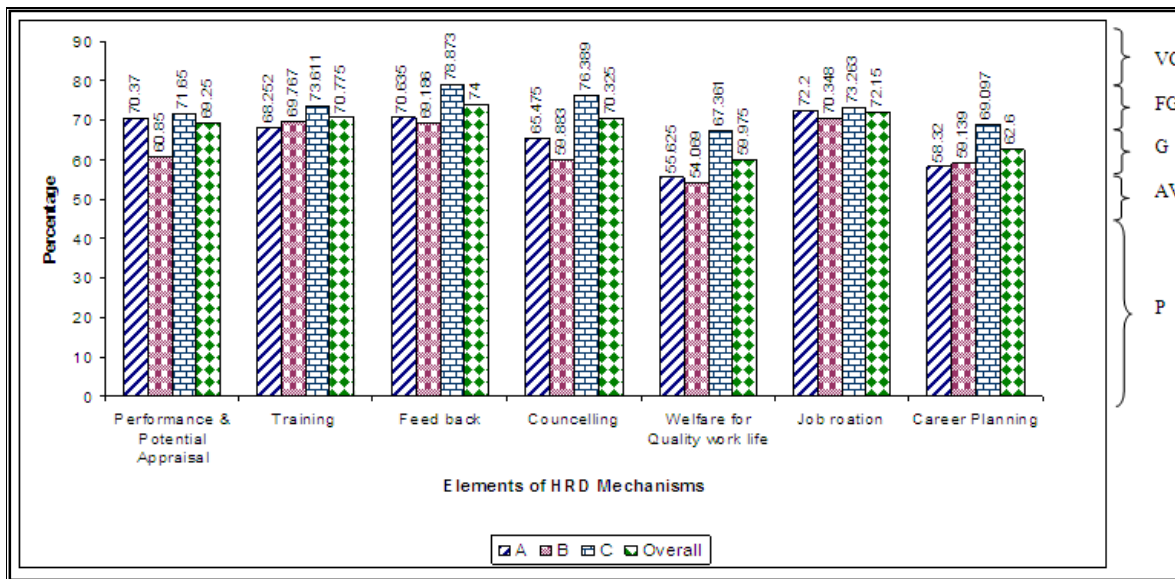

Figure 4: Percentage score & categories of elements
of HRD mechanisms in different groups of Teachers of Higher Education Institutions
Categories: P = Poor, AV = Average, G=Good, FG= Fairly Good, VG= Very Good

6. Conclusion
The result indicates the overall HRD mechanism of higher education institutions is good. The study have shown that elements like training, feed back, job rotation, and counseling have fairly good score; performance and potential appraisal and career planning contributing good score, while welfare for quality of work life presented average score.

7. 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;
- Authority be delegated power to employees to provide opportunity for development; and
- (Appraisal and feedback systems should be strengthened.

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