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Human Resource Development Climate Dimensions in Higher Education Institutions of Madhya Pradesh

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Abstract:

Human Resource Development (HRD) is significance in the success of any organization. It aims at developing all the employees of an organization in a planned manner not only to acquire and apply their existing capabilities, but also their inner potentials and helps in building a climate with strong interpersonal bonds which helps the organization achieve its goals. HRD is a continuous process to ensure the development of employee competencies, dynamism, motivation and effectiveness in a systematic and planned way. It involves the creation of climate where human knowledge, skill, capabilities and creativity can bloom. It involves the use of process through which the employees of the organization are prepared to give their best for the achievement of corporate objectives and bring optimal effectiveness in their job as well. Alphonsa (1998) divided HRD climate into 7 different dimensions as : Top management belief in HRD, Superior and subordinate relationship, Personnel Policies, Team Spirit, Employees development, Training, Employees initiative and management encouragement. The present study has been undertaken to assess the HRD climate dimensions among teachers of higher education institutions of Madhya Pradesh. Results indicate the overall score of HRD climate among teachers of Higher Education Institutions appears good score. On dimension basis it has been seen that the top management's belief in HRD, superior subordinate relationship, employee development are scored fairly good while personal policies, training team spirit and employee initiatives & management encouragement good score. There is variations exist on the values of dimensions in different group of teachers.

Keywords: HRD climate, Dimensions, Higher Education, Teachers

1. Introduction

Human Resource Development (HRD) is significance in the success of any organization. It aims at developing all the employees of an organization in a planned manner not only to acquire and apply their existing capabilities, but also their inner potentials and helps in building a climate with strong interpersonal bonds which helps the organization, achieve its goals. HRD is a continuous process to ensure the development of employee competencies, dynamism, motivation and effectiveness in a systematic and planned way. It involves the creation of climate where human knowledge, skill, capabilities and creativity can bloom. It involves the use of the process through which the employees of the organization are prepared to give their best for the achievement of corporate objectives and bring optimal effectiveness in their job as well. Keeping the significance of human resources in an organization in mind, the present study has been undertaken to assess the HRD climate dimensions among teachers of higher education institutions of Madhya Pradesh.

2. Review of Literature

Some studies have been conducted in the area of educational planning and human resource management (Rao1996, Kapoor 1998, Gautam 2005, Sharma and Pathania 2005). Higher education organization is different from any other services and organizations. It is a "knowledge-industry" or "think tank". The main features which distinguish a college / university from other institutions are autonomy, indeterminate and unstructured activities, inbuilt output evaluation, the transformational and quantitative nature of objectives and human dominated system. The success of higher education institutions depends upon how approximately these organizations conceive societal requirements and aspirations and develop appropriate strategies for imparting education to the rising generation. The educational manager with certain managerial skills and knowledge of management techniques stands empowered to manage education affairs effectively.

Based on peculiar character of higher education, *Solve Model* technique for understanding the task of solving educational management problems is important. 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 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 the 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.

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. (Tiwari and Tiwari, 2011, 2012, 2012a).

Recently Tiwari (2012,2013,2013a,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.

By identifying the HRD climate questionnaire of Rao (1991) ; Alphonsa (1998) divided HRD climate in to 7 different dimensions as : Top management belief in HRD, Superior and subordinate relationship, Personnel Policies, Team Spirit, Employees development, Training, Employees initiative and management encouragement.

3. Objectives

- To study the HRD climate dimensions among teachers of higher education institutions.
- To assess the variations in HRD dimensions among various group of teachers.
- To suggest appropriate measures to improve the HRD climate in higher education institutions

4. Methodology

With a view to analyzing 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 and College Associate Professors), III Group C (University and College 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 departments; post graduate , 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 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 3.7603 (69%).

S.N.	Group (A) MS	% Score	CAG	Group (B) MS	% Score	CAG	Group (C) MS	% Score	CAG	Overall MS	% Score	CAG
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

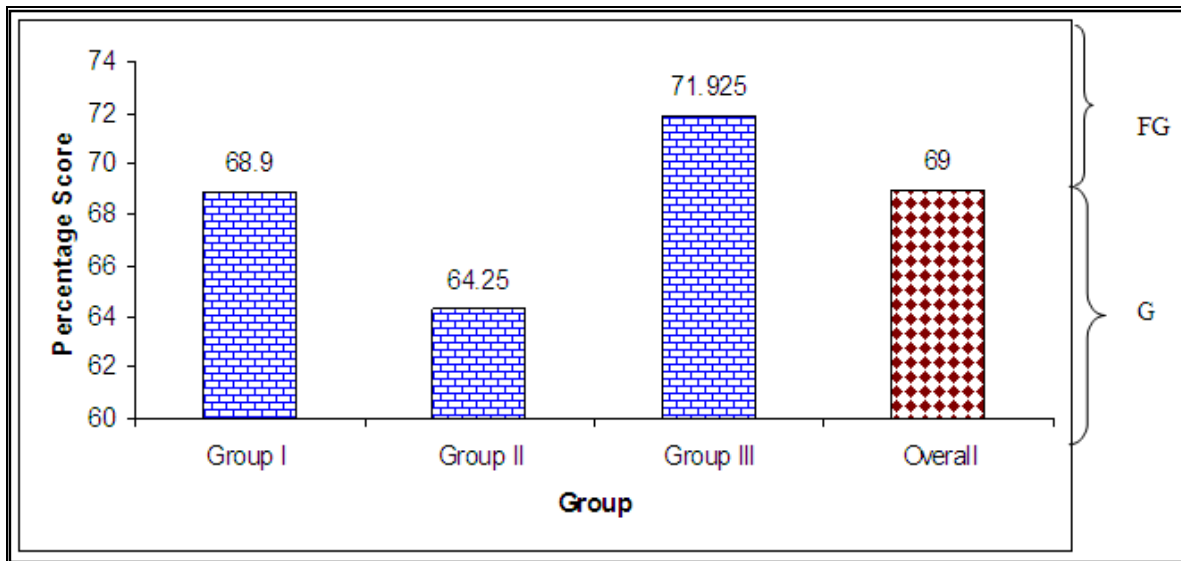


Figure 1: Percentage score & category of Group A, B, C and Overall HRD climate in Higher Education Institutions
 Categories: P = Poor, AV = Average, G = Good, FG, Fairly Good, VG = Very Good

5.2. HRD Climate Dimensions in Higher Education Institutions

By identifying the HRD climate questionnaire of Rao (1991); Alphonsa (1998) divided HRD climate in to 7 different dimensions as under (Table-2):

S. No.	Dimensions	Item No.
1.	Top management belief in HRD	1,2,5, 10
2.	Superior and subordinate relationship	3,6,20,21,24,25
3.	Personnel Policies	4,9,12,19
4.	Team Spirit	8,22,23
5.	Employees development	11,14,16
6.	Training	17,18
7.	Employees initiative and management encouragement	7,13,15

Table 2: Dimensions of HRD Climate

The different dimension and their means regarding HRD climate for group A, B, C and overall are presented in Table 3 & 4 and Fig 2 & 3.

- Top management belief in HRD:** The top management belief in HRD appears fairly good score. The average mean score and percentage calculated at 3.755 (68.88%) for group A, 3.598 (64.95%) for group B and 4.131 (78.28%) for group C. The average mean score and percentage of the overall has been computed at 3.869 (71.73%).
- Superior subordinate relationship:** The superior sub-ordinate relationship appears fairly good score. The average mean score and percentage calculated at 3.856 (71.41%) for group A, 3.703 (67.58%) for group B and 4.097 (77.43%) for group C. The average mean score and percentage of the overall has been computed at 3.913 (72.83%).
- Personnel policies:** The personnel policy appears fairly good score. The average mean score and percentage calculated at 3.591 (64.78%) for group A, 3.476 (61.90%) for group B and 3.846 (71.16%) for group C. The average mean score and percentage of the overall has been computed at 3.712 (67.81%).
- Team spirit:** The team spirit appears fairly good score. The average mean score and percentage calculated at 3.867 (71.68%) for group A, 3.472 (61.80%) for group B and 3.902 (72.55%) for group C. The average mean score and percentage of the overall has been computed at 3.787 (69.69%).
- Employee development:** The employee development appears fairly good score. The average mean score and percentage calculated at 3.873 (71.83%) for group A, 3.566 (64.15%) for group B and 4.023 (75.57%) for group C. The average mean score and percentage of the overall has been computed at 3.883 (72.08%).
- Training:** The training appears fairly good score. The average mean score and percentage calculated at 3.531 (63.28%) for group A, 3.555 (63.88%) for group B and 3.853 (71.33%) for group C. The average mean score and percentage of the overall has been computed at 3.667 (66.68%).
- Employee initiative and management encouragement:** The employee initiative and management encouragement appears fairly good score. The average mean score and percentage calculated at 3.696 (67.4%) for group A, 3.526 (63.15%) for group B and 3.888 (72.20%) for group C. The average mean score and percentage of the overall has been computed at 3.731 (68.27%).

Item No.	A MS	B MS	C MS	Overall
a. Top management belief in HRD				
1.	3.428	3.488	4.083	3.707
2.	4.095	4.232	4.375	4.241
5.	3.69	3.325	3.916	3.693
10.	3.809	3.348	4.152	3.836
AMS	3.755	3.598	4.131	3.869
Percentage	68.88	64.95	78.28	71.73
b. Superior and subordinate relationship				
3.	4.412	3.976	4.394	4.231
6.	4.095	3.837	3.958	3.977
20.	3.793	3.279	3.957	3.813
21.	4.015	4.199	4.055	4.075
24.	3.396	3.325	4.041	3.640
25.	3.428	3.604	4.180	3.744
AMS	3.856	3.703	4.097	3.913
Percentage	71.41	67.58	77.43	72.83
c. Personnel Policies				
4.	3.809	3.697	3.944	3.903
9	3.444	3.232	3.819	3.662
12	3.225	3.162	3.694	3.399
19	3.888	3.813	3.930	3.886
AMS	3.591	3.476	3.846	3.712
Percentage	64.78	61.90	71.16	67.81
d. Team sprit				
8	4.063	3.72	3.722	3.842
22	3.857	3.279	4	3.781
23	3.682	3.418	3.985	3.740
AMS	3.867	3.472	3.902	3.787
Percentage	71.68	61.80	72.55	69.69
e. Employees development				
11	4.129	3.397	4.00	3.972
14	3.666	3.534	3.875	3.718
16	3.825	3.767	4.194	3.960
AMS	3.873	3.566	4.023	3.883
Percentage	71.83	64.15	75.57	72.08
f. Training				
17	3.333	3.321	3.763	3.504
18	3.73	3.79	3.944	3.831
AMS	3.5315	3.555	3.853	3.667
Percentage	63.28	63.88	71.33	66.68
g. Employee Initiative & Management encouragement				
7	3.809	3.511	3.819	3.741
13	3.65	3.372	3.791	3.639
15	3.629	3.695	4.055	3.813
AMS	3.696	3.526	3.888	3.731
Percentage	67.4	63.15	72.208	68.27

Table 3: Mean Scores and Percentage Score
of Dimensions of HRD Climate of Group A, B & C Teachers In Higher Education Institutions

Sl. No.	Groups	A			B			C			Overall		
		AMS	%	CAG	AMS	%	CAG	AMS	%	CAG	AMS	%	CAG
1.	Top management belief in HRD	3.755	68.88	G	3.598	64.95	G	4.131	78.28	FG	3.869	71.73	FG
2.	Superior and subordinate relationship	3.856	71.41	FG	3.703	67.58	G	4.097	77.43	FG	3.913	72.83	FG
3.	Personnel Policies	3.591	64.78	G	3.476	61.90	G	3.846	71.16	FG	3.712	67.81	G
4.	Team spirit	3.867	71.68	FG	3.472	61.80	G	3.902	72.55	FG	3.787	69.69	G
5.	Employees develop-ment	3.873	71.83	FG	3.566	64.15	G	4.023	75.57	FG	3.883	72.08	FG
6.	Training	3.531	63.28	G	3.555	63.88	G	3.853	71.33	FG	3.667	66.68	G
7.	Employee Initiative & Management encouragement	3.696	67.4	G	3.526	63.15	G	3.888	72.20	FG	3.731	68.27	G

Table 4: Average Mean Score and Percentage Score of Dimension of HRD Climate In different Group of Teachers of Higher Education Institutions
 Categories: VG = Very Good, FG = Fairly Good, G = Good, AV = Average, P = Poor

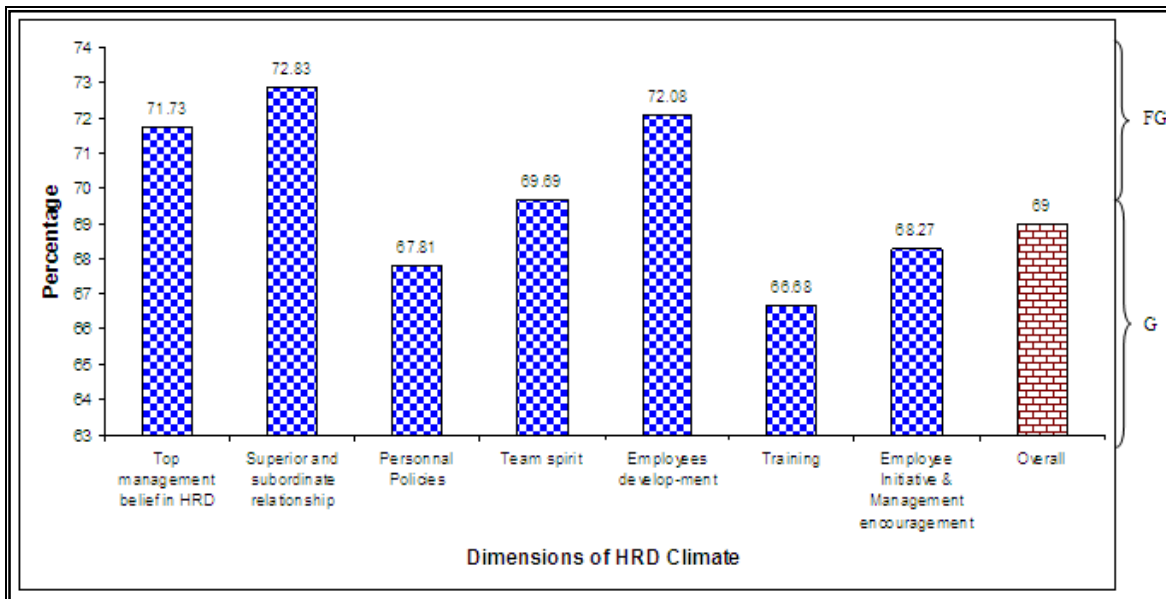


Figure 2: Percentage Score and Categories of Dimensions of HRD Climate of Teachers of Higher Education Institutions

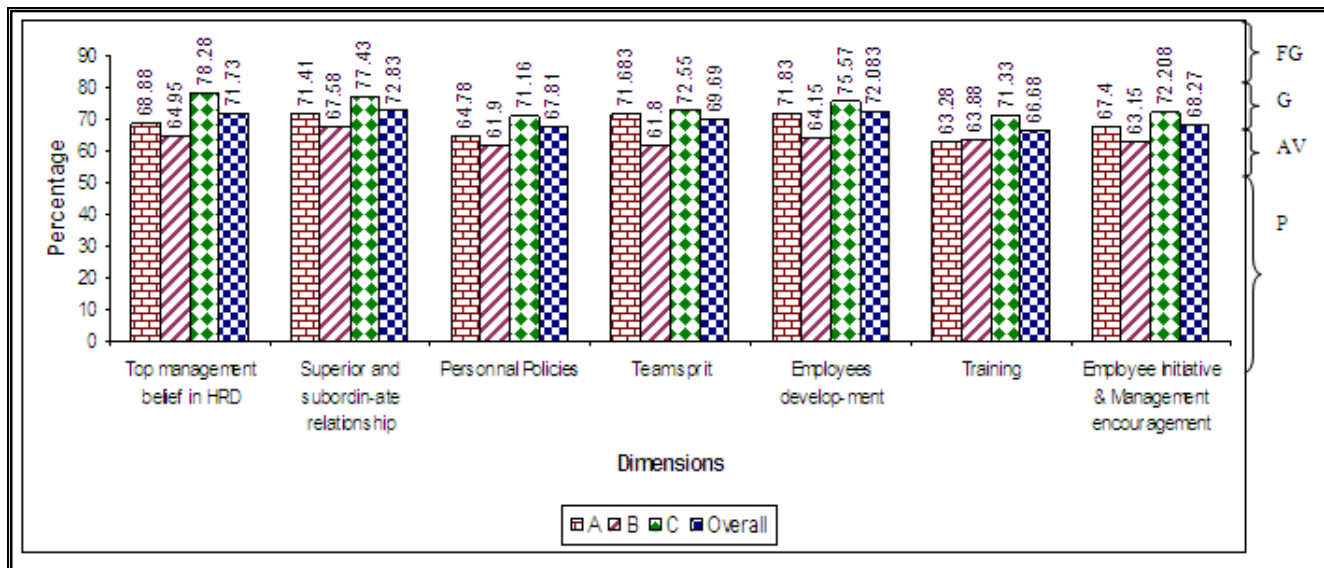


Figure 3: Percentage Score and Categories of Dimensions of HRD Climate in different Groups of Teachers of Higher Education Institutions
Categories : P = Poor, AV = Average, G=Good, FG=Fairly Good, VG= Very Good

6. Conclusion

The overall score of HRD climate among teachers of Higher Education Institutions appears good score. On dimension basis it has been seen that the top management belief in HRD, superior subordinate relationship, employee development are scored fairly good while personal policies, training team, spirit and employee initiatives & management encouragement good score variation exist on values of dimensions in different group of teachers.

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;
- 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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