THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

An Analysis of Human Resource Development among Teachers of Higher Education Institutions of Madhya Pradesh

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Abstract:
Human Resource refers to the knowledge, skills, creative abilities, talents, aptitudes, value and beliefs of an organization's work force. Human Resource Development (HRD) is a continuous process to ensure the development of employee's competencies, dynamics, motivation and effectiveness in a systematic and planned way. HRD is needed by every organization that is interested in establishing, growing, diversifying, renewing itself to become more effective and in improving its system and service. It is also essential for change and for becoming more dynamic and playing leadership roles. HRD consists of the various process mechanisms or subsystems: organizational climate, HRD climate, performance and potential appraisal, training and development, carrier planning and counseling, job satisfaction and work motivation, employee's relations etc. These mechanisms are used to initiate, facilitate and promote an HRD process in a continuous way. The present study is undertaken with a view, to assess the various sub- systems of HRD among teaching staff of the higher education institutions (colleges and university) of   Madhya Pradesh. The HRD of teacher in Higher Education Institution appears to be good. The average mean score and percentage has been calculated at 3.61 (65.25%) for group A, 3.55 (63.75%) for group B, and 3.72 (68%) for group C, The average mean score and percentage of the overall HRD   has been computed at 3.66 (66.5%). The study has shown that an HRD sub system like organizational climate have a fairly good score; HRD climate, performance and potential appraisal, training and development, career planning and counseling, employees' relations   contributing good score, while job satisfaction and work motivation presented average score.

Key words: HRD, HRD Sub- systems, Higher Education, Teachers

1. Introduction

Human Resource refers to the knowledge skills, creative abilities, talents, aptitudes, value and beliefs of an organization's work force. But in a given situation if these vital aspects remain the same, the other aspects of human resource like knowledge, skills, creative abilities and talents play an important role in deciding the efficiency and effectiveness of an organization's workforce.

Human Resource Development is a continuous process to ensure the development of employee's competencies, dynamics, motivation and effectiveness in a systematic and planned way. Thus, it is a process through which employees in an organization are assisted to realize their full potential for their present and future jobs.

HRD is needed by every organization that is interested in establishing, growing, diversifying, renewing itself to become more effective and in improving its system and service. It is also essential for change and for becoming more dynamic and playing leadership roles.

The concept of HRD was formally introduced by Nadler in 1969. He defined HRD as "Those learning experience which are organized for a specific time and designed to bring about the possibility of behavioural change" (Nader, 1974). Among the Indian author Prof.T.V. Rao worked extensively on HRD. He defined Human Resource Development is a process by which employees of an organization are continuously helped in a planned way:

- To acquire capabilities (knowledge, perspective, attitudes, values and skills) required performing various tasks or functions associated with their present or future expected roles;
- To develop their general enabling capabilities as individuals so that they are able to discover and utilize their own inner potential for their own or organizational development purposes; and
- To develop an organizational culture where superior – subordinate relationship, team work and collaboration among different subunits are strong and contribute to the organizational health, dynamism and pride of employees.

HRD consists of the various process mechanisms or subsystems: performance appraisal, potential appraisal and development, feedback and performance coaching, training, career planning, employees' welfare and quality of work life, rewards, organizational development and system development and human resource development. These mechanisms are used to initiate, facilitate and promote HRD process in a continuous way (Rao *et al.* 1997).

Thus, in the organizational context, the scope of HRD is not limited to the development of the organizational role of the employees, but also extends to the individual's inner urges, genius and latent potentialities (Pareek and Rao, 1981).

The contributions of human resource development for the organizational 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 socioeconomic 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 various sub-systems of HRD among teaching staff of the higher education institutions (colleges and university) of   Madhya Pradesh.

2. HRD Sub-systems

2.1. Organisational climate
Organizational climate defined as the way in which organizational members perceive and characterize their environment in an attitudinal and value based manner, has been asserted as an important and influential and influential aspect of satisfaction and retention, as well as institutional effectiveness. At is a collective perception of the work environment by the individuals within a common system.

2.2. HRD Climate
HRD climate is an integral part of organizational climate. HRD climate contributes to the development of overall health and renewing capabilities of the organization which in turn, increase the enabling capabilities of individuals, dyads, team and the entire organization. HRD climate, HRD includes three variables-General climate, HRD mechanisms and OCTAPACE culture.

2.3. Performance Appraisal
Performance appraisal system is a powerful tool of human resource development in any organization and it contributes significantly toward a better work culture. It is a systematic and objective way of judging the performance of an employee's task. It is the process which helps identify those who perform their assigned task well and also pin points those whose productivity is low.

2.4. Training and Development
Training is one of the most vital tools of Human Resource Development. "Training is the act of increasing knowledge and skill of an employee for doing a particular job. Higher education has become critically important to society in this modern age, particularly so in developing country, as a fountain of trained talent and a generator of fresh knowledge. New demands are pressing upon the teaching staff as well as upon non-teaching staff who must so manage the institution that the teacher can work at his best.

2.5. Career planning and Counseling
Career is a sequence of separate but related work activities that provide continuity, order and meaning in a person's life. Career management is the process of designing and implementing goals, plans and strategies to enable the organization to satisfy employee needs while allowing individuals to achieve their career goals. Career development is essential to implement career plan. The most important aspect of career development is that every employee must accept his responsibility for development.

Counseling is discussion of a problem that usually has emotional, content with an employee in order to help the employee to cope with it better. The objective of counseling is to help employees to improve their mental health and to develop self confidence understanding, self control and ability to work effectively. This Objective can be achieved by performing various counseling functions like advice, reassurance, and communication, release of emotional tension, clarified thinking and reorientation.

2.6. Job satisfaction and Work motivation
Job satisfaction defined as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experience". Teacher is the central element in educational system holding various important responsibilities. The overall performance of educational institution depends upon their teachers and ultimately their level of commitment and job satisfaction. Thus, understanding their behaviors and attitudes, needs more attention in organizations.

2.7. Employees Relations
The union of teachers is a continuing organization of their establishment meant for the protection and improvement of economic and social status of its members through collective action. In India, its Executive Body plays most vital and effective role to achieve better wages, fringe benefits and redressing the grievances. It also aids in securing effective representation and security against management.

3. Review of Literature
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 out put evaluation, 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 (Verma, 1997).

In international arena some works have been done in the area of educational planning and human resource management (Ostroff 1992, Kogan *et al.* 1994, Blanchard and Bowles 1998, Write and Garner 2000, Koys 2001, Boselie *et al.* 2003, Hanushek *et al.* 2004, Hodkinson and Hodkinson 2004, Jacob and Lars 2004, Tremblay and Roger 2004).

Ostoff (1992) found the aggregated teacher attitudes such as job satisfaction and organizational commitment were concurrently related to school performance, as measured by several criteria such as student academic achievement and teacher turnover.

Kogan *et al.* (1994) reported an IMHE Project's policies on academic staff development in higher education. Blanchard and Bowl (1998) suggested the *Gung Ho* approach which is a case study of revival of a sinking industry unit in the USA. It has significant potentiality in management of quality through team building and participation. Write and Garner (2000) studied the HR-practices and firm performance relationship. Koyas (2001) analyzed the effects of employee satisfaction, organizational citizenship behaviour and turnover on organizational effectiveness.

Boselie *et al.* (2003) have reported that the effect of HRM in organizational performance is lower in highly institutionalized sector than in a less institutionalized sector Hanushek *et al.* (2004). Stated that teacher mobility is much more strongly related to characteristics of the students, particularly place and achievement than to salary. In spite of institutional similarities, the culture and working practices of the department were different and significantly influenced the learning of the workers (Hodikinson and Hodikinson 2004).

It is found that marginal increases in in-service training have not statistically or academically significant effect on either reading or math achievement (Jacob and Lars, 2004). They have suggested that modest investment in staff development may not be sufficient to increase the achievement. Tremblay and Roger (2004), reported the attitudes and behaviours of managers are significantly more positive when their job is richer and offer opportunity to participate decision making.

In this area some important works have been reported from time to time in the national arena (Verma 1997, Rao 1996, Kapoor 1998, Rastogi 1998, Pandey 1999, Sharma 1999, Mukhopadhyay 2000, Singh 2004, Tiwari 2012, 2013, 2014).

Based on peculiar character of higher education, Verma (1997) proposed a *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.

Pandey (1999) has reported the short comings of existing process of teacher appraisal and proposed participatory teacher appraisal process, which is more transparent, database, and 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. Sharma (1999) studied the professional development in higher education sector. According to Mukhopadhyay (2000) acquaintance with *TQM* and *Gung Ho* techniques through professional exposure would provide significant opportunity for transforming Indian higher education institutions. Singh (2004) offers a number of practical solutions towards ameliorating the problem facing the UGC today. 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, 2012,).

Recently Tiwari (2012, 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.

4. Objectives

The review of available literature denote that the study on HRD in service organizations specially in higher education is meager although few attempts have been made in this regard but looking to the importance of the subject and in order to meet the lapses, the present study has been planned with the following objectives :

- To enquire into the organizational climate and HRD climate in higher education.
- To study the performance and potential appraisal in relation to HRD requirements in higher education.
- To examine availability of training and development facilities and procedure of training and development activity in higher education.
- To analyze the policies of the organization in relation to work motivation and job satisfaction.
- To assess the carrier planning and counseling, practices in higher education.
- To evaluate the employees relations in higher education institutions.
- Suggest certain measures to improve the HRD system in higher education.

5. Methodology

With a view to analyzing the HRD 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 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

6. Result

6.1. Human Resource Development among Teachers of Higher Education Institutions

The Table 1& 2 and Fig. 1& 2 under reference shows the sub system wise mean score, percentage and category of the groups A, B, C and overall HRD   obtained in HRD survey of teachers of the higher education institutions. Some of the trends noticed are given below.

The HRD of teacher in higher education institution appears to be good. The average mean score and percentage has been calculated at 3.61 (65.25%) for group A, 3.55 (63.75%) for group B, and 3.72 (68%) for group C, The average mean score and percentage of the overall HRD   has been computed at 3.66 (66.5%).

The different sub-system of HRD and their means, percentage and category   for group A, B, C and overall are presented in table-1and fig.-2&3.

- **Organizational climate:** The organizational climate in higher education institution appears to be fairly good. The average mean score and percentage score calculated at 4.07 (76.75%) for group A, 3.92 (73%) for group B and 3.85 (71.25%) for group C. The average mean score and percentage of the overall organizational climate has been computed at 3.95 (73.95%). Conclusively, the organizational climate of institutions is congenial and the variations do not exist among the teachers.
- **HRD climate:** The HRD climate of teachers in higher education institution appears to be good. The average mean score and percentage score has been calculated at 3.75 (68.9%) for group A, 3.57 (64.25%) for group B and 3.877 (71.92%) for group C. The average mean score and percentage of the overall HRD climate has been computed at 3.76 (69%). The HRD variables, General climate, HRD mechanisms and HRD values in teachers of higher education institutions appear fairly good score.

S.N.	Groups	A			B			C			Overall		
	HRD Sub-system	AMS	%	CAG	AMS	%	CAG	AMS	%	CAG	AMS	%	CAG
1.	Organizational climate	4.07	76.75	FG	3.92	73.00	FG	3.85	71.25	FG	3.95	73.75	FG
2.	HRD climate	3.75	68.9	G	3.57	64.25	G	3.87	71.92	FG	3.76	69.00	G
3.	Training & Development	3.49	62.47	G	3.60	65.17	G	3.65	66.45	G	3.58	63.95	G
4.	Performance & potential appraisal	3.60	64.96	G	3.5	71.25	FG	3.88	72.00	FG	3.77	69.34	G
5.	Career planning &Counseling	3.65	66.35	G	3.48	62.10	G	3.64	66.14	G	3.61	65.24	G
6.	Job satisfaction & Work Motivation	3.32	58.12	AV	3.29	57.27	AV	3.35	58.75	AV	3.33	58.17	AV
7.	Employee Relation	3.41	60.25	G	3.49	62.25	G	3.83	70.75	FG	3.65	65.00	FG

Overall	**3.61**	**62.25**	**g**	**3.55**	**63.75**	**G**	**3.72**	**68.00**	**G**	**3.66**	**66.50**	**G**

Table 1: Average mean score, percentage and categories of Sub-systems
of HRD in different Groups of Teachers of Higher Education Institutions
VG = Very Good, FG = Fairly Good, G = Good, AV = Average, P = Poor
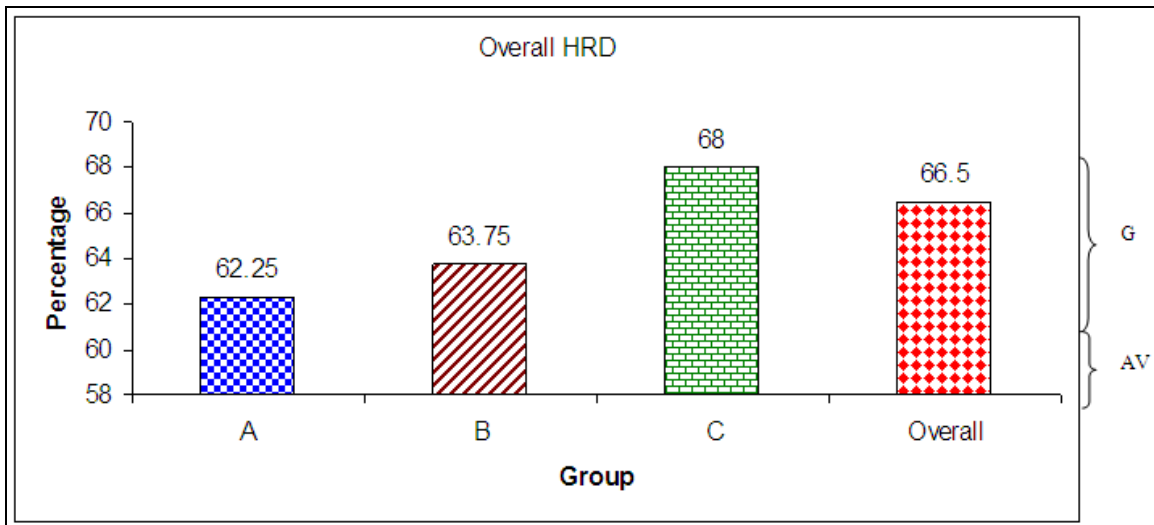

Figure 1: Percentage scores and categories of HRD in Group A, B, C & Overall Teachers of Higher Education Institutions
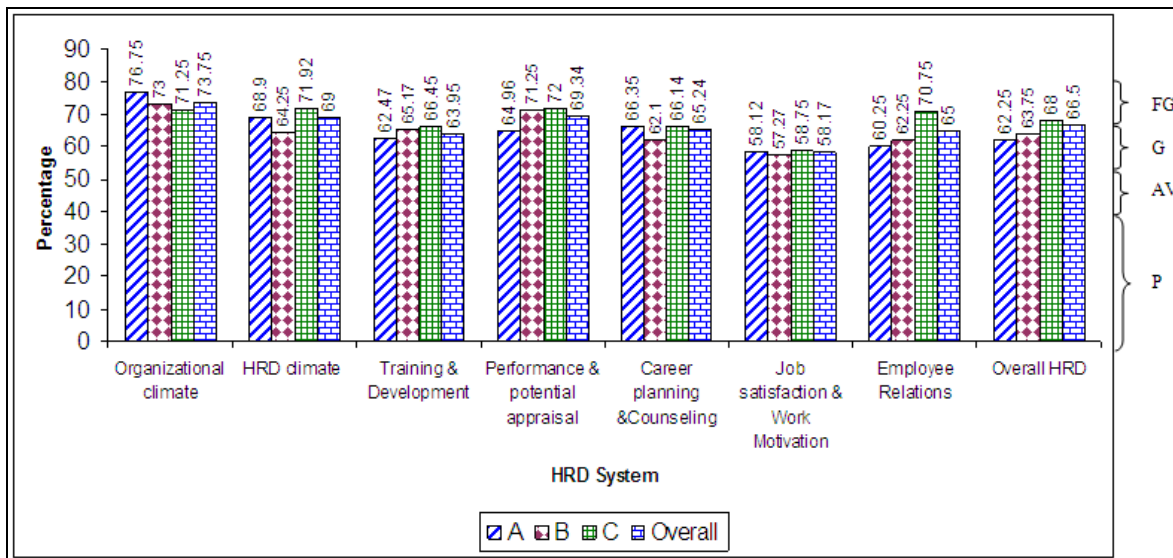*Categories: P = Poor, AV = Average, G = Good, FG, Fairy Good, VG = Very Good*

Figure 2: Percentage and categories of Sub-systems of HRD in different Group of Teachers of Higher Education Institutions
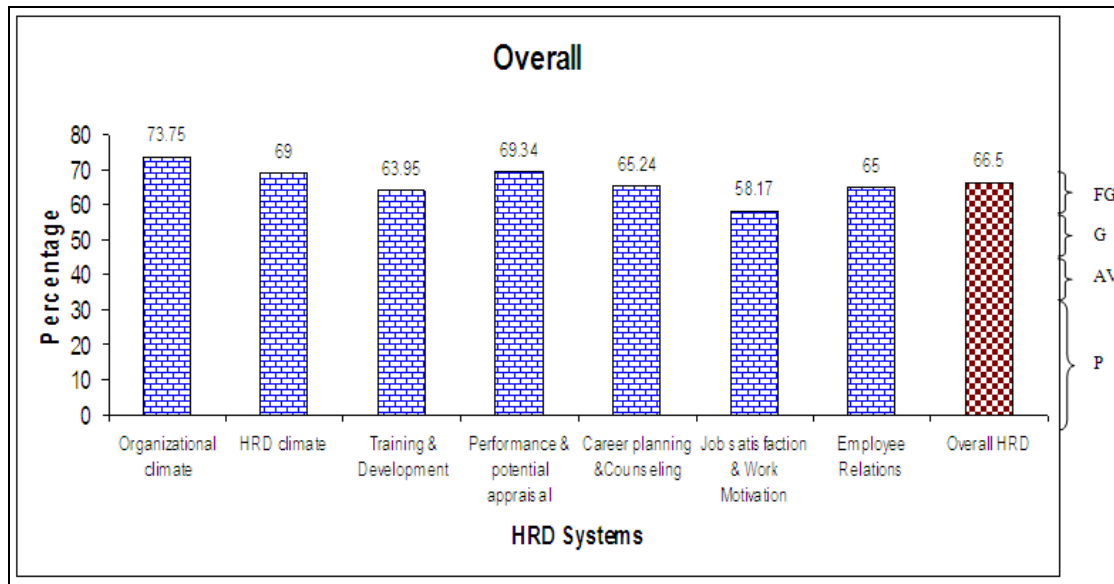*Categories: P = Poor, AV = Average, G = Good, FG, Fairy Good, VG = Very Good*

Figure 3: Percentage and categories of Sub-systems of HRD of Teachers in Higher Education Institutions
Categories: P = Poor, AV = Average, G = Good, FG, Fairy Good, VG = Very Good

- **Performance and Potential Appraisal:** The performance and potential appraisal of teacher in higher education institution appears to be fairly good. The average mean score and percentage score has been calculated at 3.60 (64.96%) for group A, 3.5 (71.25%) for group B 3.85 (72%) for group C. The average mean score and percentage of the overall institutions has been calculated at 3.77 (69.34).
- **Training and Development:** The training and development of teachers in higher education institutions appears to be good. The average mean score and percentage of 8 items has been calculated at 3.499 (62.47%) for group A, 3.607 (65.17%) for group B, 3.658 (66.45%) for group C. The average mean and percentage of the overall training and development of 8 items has been calculated at 3.588 (63.95%).

6.2. Essential Training Programmes for different Group of Teachers
The analysis of the data collected during the study indicates the essentially training programme packages group wise as indicated below (Table 2).

Group A	Group B	Group C
1. Role of College and University Administration	1. Subject Refresher Course	1. Orientation Course
2. Role of Principal and Head of Department	2. Higher Education System	2.Subject Refresher Course
3. Effective Management of Human Resource	3. Examination system & Reform	3. Examination System and Reform
4.Rules &Regulations for College and University System	4. Social Role of College and University	4. Teacher Training & Learning
5. Finance and Financial Management	5. Computer Application	5. Computer Application
6. Improving Administrative System Control	6. Research methodology & Workshop	6. Research methodology & Workshop

Table 2: Essential Training Programmes for Teachers of Higher Education Institutions

- **Career planning and Counseling:** The career planning and counseling of teachers in Higher Education Institutions appears to be good. The average mean score and percentage score of 8 items has been calculated at 3.654 (66.35%) for group A, 3.483 (62.1%) for group B, 3.645 (66.14%) for group C. The average mean and percentage of the overall career planning and counseling of 8 items has been calculated at 3.61 (65.24%)

6.3. Suggestions on HRD
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;   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; Personnel policies should be strengthened; Career planning and counseling should be strengthened.

- **Job satisfaction and Work motivation:** The score of job satisfaction and work motivation among teachers of higher education institutions is average/ unsatisfactory (58.17 %). Results show that the most important regions for low level of job satisfaction are because of poor or average responses of the teachers against certain factors. The factors which need special attention include promotion, fairness, fringe benefits, chances to learn, working condition, performance appraisal, chances to use ability, personnel relations, administrative decision etc. With regard to the satisfaction analysis and variation in the perception, the finding reveals that there is an inverse correlation in certain factors among different cadres of teachers.
- **Employees Relations:** The employee's relations of teachers in higher education institutions appear to be good. The average mean score and percentage of 12 items has been calculated 3.41 (60.25%) for group A, 3.49 (62.25%) for group B, 3.83 (70.75%) for group C. The average mean score and percentage of the overall employees relation of 12 items has been calculated at 3.6 (65%).

S.N.	Reasons	Groups		
		A	B	C
1.	More benefits	-	1	1
2.	Better working conditions	1	2	2
3.	Security during trouble	-	-	-
4.	Greater say to administration	2	3	3
5.	Persuasions of teachers	-	-	-

Table 3: Preference Wise Reasons for Joining To the Union (Multiple Responses)

As evident from the Table 3 the teachers of the Group A have preferred better working conditions, over greater say to administration. The teachers of Groups B and C have preferred over the better benefits over the better working conditions. Obviously the teachers of Group A have overlooked all other reason.

7. Suggestions on Employee relation
The teachers in general and the teacher unions in particular should pay special attention in the constructive and development approaches of the institutions; The teacher unions should be alert about their rights and duties, in addition, should work with discipline; The teacher unions should be considered as an important constituent of institutions administration; The teacher unions should form a link or act as a cohesive force between the teachers and the institutions with due consideration to the teachers interest; The teacher unions should try to boost the moral and self confidence, further; they should be protected from injustices and exploitation etc.; The sense of responsibility should prevail and be inculcated in the teachers; The unity should be established amongst the teacher unions so that they can make joint efforts with dedication in the interest of teachers and the institutions, it should always be remembered that the unity provides strength. Hence, all the teachers should collectively with strong leadership to create better impact on administration as well as in the direction of better employee's relations.

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