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An Analysis of HRD Values among Teachers of Higher Education Institutions of Madhya Pradesh, India

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Abstract
Organizational culture is the collective behaviour of humans who are part of an organization and the meaning that the people attach to their actions. Culture includes the organization values, visions, norms, working language, systems, symbols, beliefs and habits. It is also the pattern of such collective behaviours and assumptions that are taught to new organizational members as a way of perceiving, and even thinking and feeling. Organizational culture affects the way of people and groups interact with each other, with clients and with stakeholders.
The present study has been under taken to assess the elements of HRD value among teachers of higher education institutions of Madhya Pradesh. Results indicate the overall score of HRD values among teachers of higher education institutions appears good score. On the element basis it has been seen that the openness, collaboration and autonomy are scored fairly good while confrontation and authenticity good score. There is variations exist on the elements of HRD value in different group of teachers.

Kewwords: *HRD climate, HRD values, Elements, Higher Education, Teachers*

1. Introduction

OCTAPACE culture/ organizational culture include ethics, values, beliefs, attitudes, norms, ethos, climate, environment and culture. According to Pareek (2003) the culture-related concepts also can be seen a multilevel concepts. At the core (first level) are the values, which give distinct identity to a group. This is the basic ethos of the group. Pareek (2003) defines ethos as "underlying spirit of character or group and is the root of culture". The second level concept is climate which can be defined as the perceived attributes of an organization and its members, groups and issues. The third level concept relates to atmosphere which is distinct factor that affects the development of someone or something. The elements of HRD values are:

- **Openness: -** Freedom to communicate, share and interact without hesitation.
  Outcome: It helps to improved implementation of system and innovation & free interaction among team mates and clarity in setting objectives.
- **Confrontation: -** Facing the problems and challenges boldly and not shying away.
  Outcome: Improved problem solving and clarity and team discussions to resolve problems.
- **Trust: -** Maintaining the confidentiality of information shared by others and company/institution.
  Outcome: Higher empathy, timely support, reduced stress and reduction and simplification of forms and procedures.
- **Authenticity: -** Congruence between what one feels and says.
  Outcome: Sharing of feeling freely to improve interpersonal communication and reduced distortion in communication.
- **Pro Action: -** Taking initiative, preplanning and taking preventive action.
  Outcome: Taking and planning actions at immediate concerns.
- **Autonomy: -** Using and giving freedom to plan and act in one's own sphere.
  Outcome: Develops mutual relationships, reduce reference made to senior people.
- **Collaboration: -** Giving help to and accepting help from others in team.
  Outcome: - timely work, improved communication, resource sharing.
- **Experimentation: -** Using and encouraging innovative approaches to solve problems.
  Outcome: Development of new product, methods, and procedures.

2. Review of Literature

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 development climate are General climate, HRD mechanisms and HRD values. The research studies done by various researchers indicates that the strong culture contributes in the organization's healthy working environment and self-assessment capabilities which intern increase the proficiency of individual, team and the entire organization. Empirical studies conducted by Alphonsa (2000), Derek and Simon (2003), Eelke *et.al.* (2006),

Mufeed (2006), Srimannarayana (2008), Adam, Sharon and Catherine (2009), Jafri (2012), Garg (2012), Kashayap *et.al.* (1212), Subramanian (2012), Wani (2013), Bapat *el. al.* (2014), Yadav (2014),Tiwari (2012,2014) depicts that the culture of OCTAPACE values is assimilated by the culture of the many organizations to a good or moderate degree. These values help in gearing up a climate of persistent development for human resources.

Eelke *et. al.* (2006) in their study showed that there indeed exists a relationship between deferent dimensions of culture and openness. The researchers found individualism to have a positive effect on openness and uncertainty avoidance to have negative effect on openness.

Alphonsa (2000) highlights the importance of openness and found the good level of openness amongst the employees of the organization. Srimannarayana (2008) concluded that the overall OCTAPACE culture in the organization seem to be above average. As for as dimensions of OCTAPAC are concerned, collaboration rank first among the ethos of organization culture, following authenticity, autonomy, trust, proactivity, openness and confrontation. It has also been observed that manufacturing sector ranked higher than service and IT sector in OCTAPAC culture. Service sector is at first place with respect to pro-activity. IT sector found to be better with respect to confrontation in the comparative analysis with service sector.

Adam, Sharon and Catherine (2009) suggested that proactive behaviors are more likely to contribute to higher supervisor performance evaluations when employees express strong pre-social values or low negative affect. Derek and Simon (2003) found that increase in job complexity and/or task autonomy will increase group cohesiveness, which subsequently translates to better performance. Muffed (2006) in his study on hospital analyzed that the value of experimentation has been discouraging where as the value of authenticity has been well developed. The management and higher level manager never encouraged the potential employee by sharing their new ideas and suggestions.

Jafri (2012) reveled that OCTAPACE culture influences organizational commitment. Result also showed that different dimensions of OCTAPACE culture have varying effect on different type (affective, normative and continuance commitment) of organizational commitment. Bapat *et. al.* (2014) shows that the organizations differ significantly in the OCTAPACE culture and are having varying level of OCTAPACE culture. Yadav (2014) studied the prevailing and desired level of OCTAPACE culture in the private universities of Delhi- NCR.

According to Wani (2013) the prevailing HRD climate within the Cadbury-India-Thane Plant is congenial. Most of the attributes of HRD are above the overall average value. Subramanian (2012) revealed that some of the OCTAPACE culture dimensions show value lower than the norm specified and there is variation in dimensions. Garg (2012) find a gap between current training model and needs to set HRD practices according to universal human values approach and suggest model to fulfill the same.

Tiwari (2012, 2014) reveled that the overall HRD value among the non-teaching staff of A.P.S. University Rewa (M.P.) is average. The exploration of data has shows that the element openness had the very good score, while confrontation and authenticity score poor. The score of autonomy, proactivity and collaboration were average while that of the trust was good.

3. Objectives

- To assess the elements of HRD value among teachers of higher education institutions.
- To investigate the variations on elements of HRD value in different group of teachers.
- To suggest appropriate measures to improve the HRD values.

4. Methodology

With a view to analyzing the HRD values 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 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 groups A, B, C and overall HRD climate variables.

- **General 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%).
- **HRD Mechanisms:** 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%).
- **HRD Values:** 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=FairlyGood, VG=VeryGood
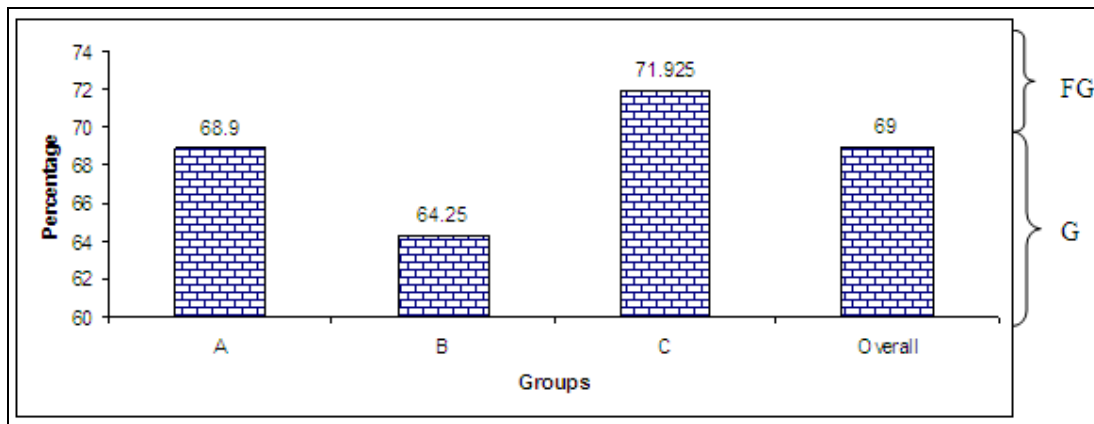

Figure 1 : Percentage scores and Categories of HRD climate in different Groups of Teachers in Higher Education Institutions
Categories: P=Poor, AV = Average, G=Good, FG= Fairly Good, VG= Very Good

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:
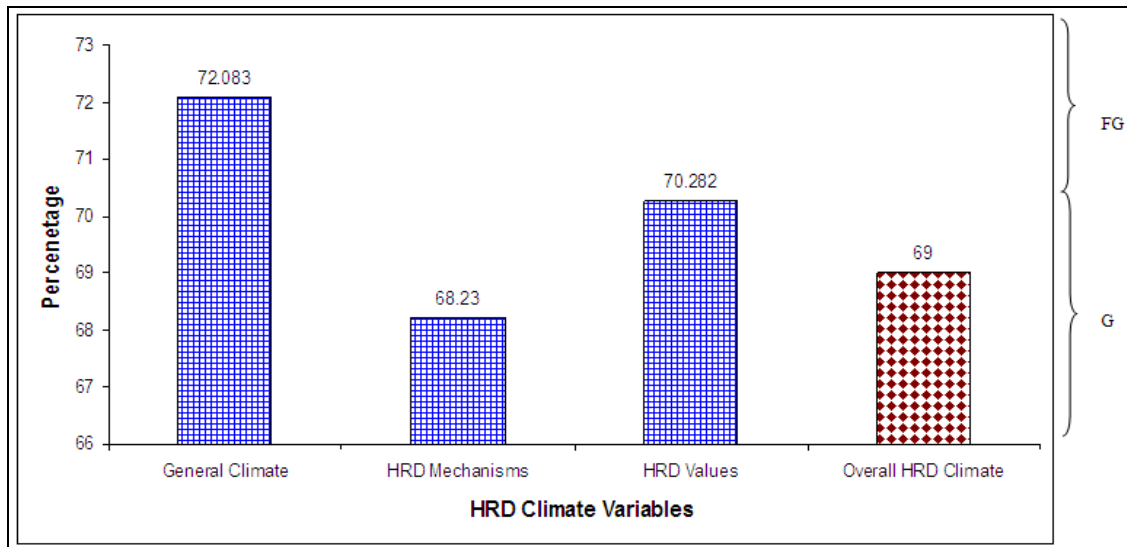*Categories: P=Poor, AV = Average, G=Good, FG= Fairly Good, VG= Very Good*

Figure 2: Percentage scores and Categories of HRD climate in different Groups of Teachers in Higher Education Institutions

5.3. Elements of HRD Values of Teachers of Higher Education Institutions
The table 3and fig. 3&4 under reference show the average mean score and percentages of the groups A, B, C and overall elements of HRD values:

- **Openness:** The openness appears fairly good score. The average mean score and percentage calculated at 3.793 (69.84%) for group A, 3.279 (59.97%) for group B and 3.957 (74.94%) for group C. The average mean score and percentage of the overall been computed at 3.813 (70.32%).
- **Confrontation:** The confrontation appears fairly good score. The average mean score and percentage calculated at 3.682 (67.06%) for group A, 3.418 (60.49%) for group B and 3.985 (74.64%) for group C. The average mean score and percentage of the overall been computed at 3.740 (68.5%).
- **Collaboration:** The collaboration appears fairly good score. The average mean score and percentage calculated at 3.857 (71.42%) for group A, 3.279 (59.97%) for group B and 4.0 (75%) for group C. The average mean score and percentage of the overall been computed at 3.781 (69.52%).
- **Autonomy:** The autonomy appears fairly good score. The average mean score and percentage calculated at 4.015 (75.37%) for group A, 4.199 (74.48%) for group B and 4.055 (76.38%) for group C. The average mean score and percentage of the overall been computed at 4.075 (76.87%).
- **Authenticity:** The authenticity appears fairly good score. The average mean score and percentage calculated at 3.412 (60.3%) for group A, 3.464 (61.6%) for group B and 4.110 (77.75%) for group C. The average mean score and percentage of the overall been computed at 3.692 (67.3%).

S. No.	Elements of HRD Values	Item No.	Group (A)			Group(B)			Group(C)			Overall		
			AMS	%	CAG	AMS	%	CAG	AMS	%	CAG	AMS	%	CAG
1.	Openness	20	3.793	69.84	G	3.279	56.97	AV	3.957	74.94	FG	3.813	70.32	FG
2.	Confrontation	23	3.682	67.06	G	3.418	60.465	G	3.985	74.64	FG	3.740	68.5	G
3.	Collaboration	22	3.857	71.42	FG	3.279	56.97	AV	4.0	75.0	FG	3.781	69.52	FG
4.	Autonomy	21	4.015	75.37	FG	4.199	78.48	FG	4.055	76.38	FG	4.075	76.87	FG
5.	Authenticity	24 25	3.412	60.3	G	3.464	61.6	G	4.110	77.75	FG	3.692	67.3	G

Table 3 - Mean Score and Percentage Score of Elements
of HRD Values in different Groups of Teachers of Higher Education Institutions
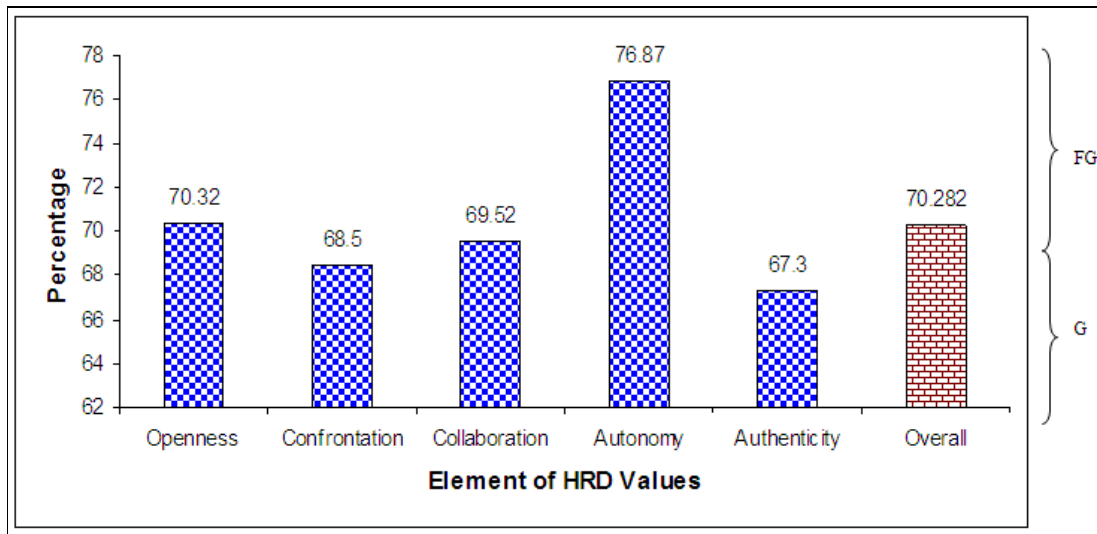*Categories: VG = Very Good, FG = Fairly Good, G = Good, AV = Average, P = Poor*

Figure 3:Elements of HRD Values of Teachers of Higher Education Institutions
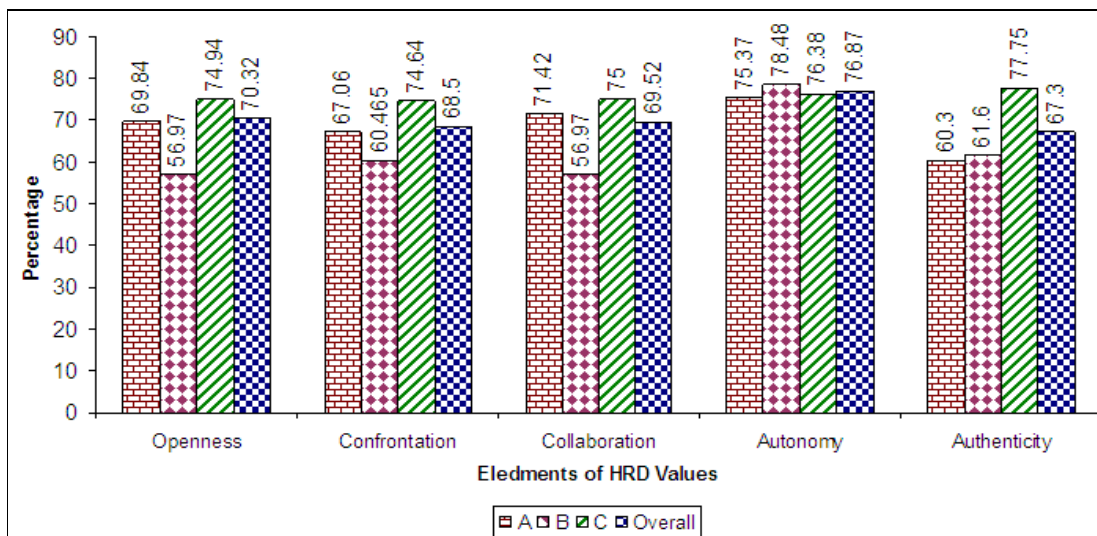

Figure 4: Percentage Score of Elements of HRD Values in different Group of Teachers of Higher Education Institution

6. Conclusion

Results indicate the overall score of HRD values among teachers of higher education institutions appears good score. On the element basis it has been seen that the openness, collaboration and autonomy are scored fairly good while confrontation and authenticity good score. There is variations exist on the values of elements 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 ;
- 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
- 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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