A Study on Human Resource Management and the Implementation of HRM Practices of the Faculities and their Colleges in K.K.District

Dr. N. Jeba Jasmine

Assistant Professor, Dept.of Commerce, Nanjil Catholic college of Arts and Science, Kaliyakkavilai-629 153, India.

Abstract – It is an acknowledged fact that the utmost asset of any institution is its Human Resources (HRs). These resources perform a pivotal role in achieving the institutional goals. The institution's administration cannot achieve the desired goals without the proper utilization of HRs.Even after the world wide realization that Human Resources formed the critical asset for an institutional effectiveness, the same mind-set did not hold well with human resource department or establishment department in Indian HEIs. Since Independence, unfortunately, the Indian Government have yet does not have a decisive policy regarding Human Resource Management (HRM) which could dramatically improve the prevailing situation. That's why Higher Education Institution (HEI) have not been able to accomplish their institutional objectives and enhance their teacher's work performance which is required in this competitive word.

Index Terms – Department, Human, institutional, Management, Resources.

1. INTRODUCTION

It is an acknowledged fact that the utmost asset of any institution is its Human Resources (HRs). These resources perform a pivotal role in achieving the institutional goals. The institution's administration cannot achieve the desired goals without the proper utilization of HRs. For this purpose, the administration needs to manage these resources effectively and efficiently. The activities done by the administration to manage (attract, select, train, motivate and retain) their employees are called Human Resource Management Practices

All institutions emphasize the importance of human resource practices, the educational institutions have no exception in this regard. In Higher Education Institutes (HEI's), it is the work of teachers that determines the degree of success or failure. It is the teacher who gives the institutes its credibility and determines its character. It is necessary for the educational administration to focus on HRMP's for the quality education. Quality education will remain a dream without quality teachers. In this competitive world, educational administration should attract and select teachers who are most competent and skilled in their relevant fields. They should hone their skills through proper training and development, appraise their performance by using some standardized appraising tools, motivate them by appropriate compensation and benefits, and provide them with a conducive and secured working environment. Thus, the indispensable issue for the present day administrators is how to manage/organize their HR's effectively and efficiently for the betterment of their institutions/organizations.

2. CONCEPTUAL DEFINTION

HRM as "planning, organizing, directing, controlling of procurement, development, compensation, integration , maintenance and separation of human resources to the end that individual, organizational and social objectives are achieved."

3. REVIEW OF THE LITERATURE

Schuler and Jackson (2005) proved the significant positive impact of implementation of HRM practices on the employee and organisational performance. It considerably reduces the employee turnover in the reputed organisation.

Iqbal et al., (2011) compared the significant differences among the public and private universities in the implementation of HRM practices. The rate of implementation of HRM practices in public universities are better than that in private universities especially in the implementation of job definition, training and development, compensation, teamwork and employee participation.

Chew et al., (2005) revealed that organisational commitment has significant positive correlations with human resource management practices. Further, it suggests that it is HRM practices which will influence commitment of core employees rather than other organisational features.

4. RESEARCH METHODOLOGY

t' statistics

The 't' test is used to find out the significant difference between the two means among the male and textile female. The 't' statistics is computed by

$$t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\dfrac{(n_1 - 1)\,\sigma s_1^2 + (n_2 - 1)\,\sigma s_2^2}{n_1 + n_2 - 2}} + \sqrt{\dfrac{1}{n_1} + \dfrac{1}{n2}}} \text{ with}$$

degree of freedom = $(n_1 + n_2 - 2)$

Whereas

t –   t-statistics

$\overline{X}_1$ – Mean of the first sample

$\overline{X}_2$ – Mean of the second sample

σs_1^2 – Variance in the first sample

σs_2^2 – Variance in the second sample

n_1 – Number of samples in first group

n_2 – Number of samples in second group

In the present study, the 't' test has been administered to find out the significant difference between the male and female faculties regarding their view on various aspects namely existence of HRM sub system and the implementation of various HRM practices at the colleges.

5.   STATEMENT OF THE PROBLEM

The profile of the colleges and the profile of the faculties are important to discuss the area of research since the profile of the colleges may be associated with the level of implementation of the HRM systems and practices at the colleges. Hence, the present study examines the profile of the faculties and the colleges initially. The sampled faculties are divided into male and female faculties.

6.   OBJECTIVES OF THE STUDY

Based on the proposed research model the objectives of the study are confined:

1. To reveal the profile of the faculties and their colleges;

2. To examine the rate of implementation of HRM practices at the colleges.

3. To reveal the suggestions and conclusion

7.   RESEARCH DESIGN

A research design is a master plan specifying the methods and procedures for collecting and analyzing the needed information. It is a framework or blue- print that plans the action for the research project. The present study has made an attempt to describe the background of the faculties, their view on the existence of HRM systems the implementation of human resource management practices and its consequences, it is descriptive in nature. Apart from this, the present study has its own objectives and structured methodology to fulfill it which is descriptive in nature.

8.   SAMPLING PLAN

The sampling plan of the study consists of two important steps, namely, determination of sample size and sampling procedure.

In the present study, all 12 aided colleges at the Kanyakumari district have been included. In total there are 271 male and 410 female faculties are working there. All these are treated as the sample of the study. Hence, the applied sampling procedure of the study is 'census method'.

Primary Classification of Faculties

The faculties working at the sampled colleges are classified into male and female faculties primarily since it may play an important role in their view on the existence of HRM system and practices at their colleges. The distribution faculties primarily since it may play an important role in their view on the existence of HRM system and practices at their colleges. The distribution of faculties on the basis of their gender is given in Table

Gender among the Faculties

Sl.No.	Gender	Number of faculties	Percent to the total
1.	Male	271	39.79
2.	Female	410	60.21
	Total	681	100.00

Source: Primary data.

In total, as maximum of 60.21 percent of the faculties are female faculties. It is followed by 39.79 percent of the total is male faculties. Since the female faculties are working in women's colleges and also the other colleges, it dominates the total number of faculties.

Designation of the Faculties

The designation of the faculties are confined to assistant, associate and head of the department. The distribution of faculties on the basis of their designation is given in Table 3.

Distribution of Faculties on the basis of their Designation

Sl.No.	Designation of the faculties	Number of faculties in		Total
		Male	Female	
1.	Assistant Professor	109	218	327
2.	Associate Professor	109	165	274
3.	Head of the Department	53	27	80
	Total	271	410	681

Source: Primary data.

It is observed that important designation among the faculties at the colleges is assistant professor which constitutes 48.02 percent to the total. It is followed by the Associate Professor which constitute 40.23 percent to the total. The important designation of the faculties in male and female groups Assistant Professor which constitute 40.22 and 53.17 percent to its total respectively. The analysis reveals that important designation among the faculties in the present study is Assistant Professor and Associate Professor.

Age among the Faculties

The sampled faculties are grouped into three age groups namely the faculties in the age group upto 30 years, those between 31 to 45 years and those above 45 years. Since the age of the faculties may have its own influence their view on the implementation of HRM practices at their colleges, it is included as one of the profile variables. The distribution of faculties on the basis of their age group is given in Table

Age among the Faculties

Sl.No.	Age group	Number of faculties in		Total
		Male	Female	
1.	Upto30 years	51	179	230
2.	31 to 45 years	151	95	246
3.	Above 45 years	69	136	205
	Total	271	410	681

Source: Primary data.

The important age group among the faculties in sampled colleges is 31 to 45 years which alone constitutes 36.12 percent to the total. It is followed by the age group of above 45 years which constitutes 30.10 percent to the total. The important age group among the male and female faculties are 35 to 45 years and upto 30 years which constitute 55.72 and 43.66 percent to its total respectively. The analysis reveals that the important age of faculties in colleges is 31 to 45 years.

Marital Status among the Faculties

Marital status indicates the stage of the life cycle in which the faculties are belonging. The marital status of faculties may lead to lot of commitment, stress, responsibilities and work life imbalance at their work place. Hence, an attempt is made to find whether the level of life cycle due to the marital status influence their view on HRM practices at the colleges. By marital status, they are classified into unmarried, married and others. The distribution of faculties on the basis of their marital status is given in Table

Marital Status among the Faculties

Sl.No.	Marital status	Number of faculties in		Total
		Male	Female	
1.	Unmarried	36	38	74
2.	Married	221	347	568
3.	Others	14	25	39
	Total	271	410	681

Source: Primary data.

In total, a maximum of 83.41 percent of the faculties are married whereas the 10.87 percent are unmarried. The married male and female faculties constitutes 81.55 and 84.63 percent to its total respectively. The analysis reveals the dominance of married faculties in the present study.

Education Level among the Faculties

The level of education among the faculties may have its own influence on the level of perception on the implementation of HRM practices at colleges. The higher level of education among the faculties may provide more knowledge and analytical skill to evaluate the implementation of HRM practices at the colleges and to evaluate its consequences. The level of education among the faculties is confined to post-graduation, post-graduation with M.Phil, Post-graduation with Ph.D. and Post-graduation with M.Phil and Ph.D. The distribution of faculties on the basis of their level of education is given in Table.

Level of Education among the Faculties

Sl.No.	Level of education	Number of faculties in		Total
		Male	Female	
1.	Post-graduation	34	112	146
2.	Post-graduation with M.Phil	86	134	220
3.	Post-graduation with Ph.D.	89	99	188

4.	Post-graduation with M.Phil and Ph.D.	62	65	127
	Total	271	410	687

Out of 681 faculties, a maximum of 32.31 percent are of post-graduation with M.Phil. It is followed by the faculties with post-graduation with Ph.D. which constitutes 27.61 to the total. The most important level of education among the male faculties is not post-graduation with Ph.D. and P.G. with M.Phil since its constitutes 32.84 and 31.73 percent to its total respectively. The important level of education among the female faculties are post-graduation which constitutes 32.68 and 27.32 percent to its total respectively. The analysis infers that the important level of education among the faculties in the colleges are post-graduation with M.Phil. and Post-graduation with Ph.D.

Implementation of various HRM Practices in the Colleges

The rate of implementation of HRM practices at the colleges has been measured by the mean score of the variables in each HRM practices among the faculties. The mean of score of each HRM practices among the male and female faculties have been computed separately. The 't' test has been executed to find out the significant difference among the male and female faculties regarding their view on the implementation of HRM practices at their colleges. The results are given in Table.

Implementation of various HRM Practices at Colleges

Sl.No.	HRM practices	Mean score among faculties		't' statistics
		Male	Female	
1.	Induction practices	2.7782	3.2771	-2.0453*
2.	Communication practices	2.6914	3.2279	-2.3668*
3.	Retention practices	2.7284	3.2136	-2.2517*
4.	Human resource planning practices	2.9022	3.2486	-1.7034
5.	Recruitment and selection practices	3.1002	3.5188	-2.0142
6.	Training and development practices	2.8822	3.5472	-3.0886*
7.	Motivational practices	2.9821	3.2877	-1.8541
8.	Career development practices	3.0386	3.5787	-2.6074*
9.	Labor welfare practices	2.6448	3.1741	-2.5261*
10.	Supervisory support practices	2.6308	3.0481	-2.1144*
11.	Employer employee relationship practices	2.6332	3.0643	-2.3086*
12.	Performance appraisal practices	2.6285	3.2078	-2.7676*
13.	Human resource development practices	2.7154	3.2605	-2.3089*

*Significant at five percent level.

The highly viewed and implemented HRM practices by the male faculties are recruitment and selection practices and motivational practices since their mean score are 3.1002 and 3.0386 respectively. Among the female faculties, these are career development practices and training and development practices since their mean score are 3.5789 and 3.5472 respectively. Regarding the implementation of HRM practices, the significant difference among the male and female faculties have been noticed in the case of all HRM practices except the human resource planning practices, and selection practices, and motivational practices since their respective 't' statistics are not significant at five percent level.

Level of Implementation of HRM Practices at the Colleges

The level of implementation of HRM practices at the colleges have been computed by the mean score of the variables in each HRM practices. The mean, standard deviation and co-efficient of variation of the implementation of each HRM practices and also for overall implementation of HRM practices have been computed and presented in Table

Level of Implementation of HRM Practices at Colleges

Sl. No.	HRM Practices	Mean score	Standard deviation	Co-efficient of variation (in %)
1.	Induction practices	3.0785	0.7879	25.59
2.	Communication practices	3.0144	0.9092	30.16
3.	Retention practices	3.0205	0.8545	28.29

4.	Human Resource Planning Practices	3.1108	0.7546	24.26
5.	Recruitment and Selection Practices	3.3352	0.9771	29.29
6.	Training and Development purchase	3.2826	0.9049	27.57
7.	Motivational practices	3.1661	0.8117	25.64
8.	Career development practices	3.3638	0.8676	25.79
9.	Labour welfare practices	2.9635	0.9196	31.03
10.	Supervisory support practices	2.8820	0.7968	27.65
11.	Employer – Employee relationship practices	2.8927	0.8541	29.53
12.	Performance appraisal practices	2.9773	0.9777	32.84
13.	Human Resource Development Practices	3.0435	0.9089	32.86
	Overall	3.1864	0.8742	27.44

The highly viewed and implemented HRM practices at the colleges are career development practices at recruitment and selection practices since their mean score are 3.3638 and 3.3352 respectively. The higher consistency in the view on the implementation of HRM practices are noticed in the case of human resource planning practices and motivational practices since their respective co-efficient of variation are 24.26 and 25.64 percent respectively. In total, the level of implementation of HRM practices are only at the moderate level in the colleges.

9. CONCLUSIONS

Among the male faculties, the significantly influencing HRM practices on the level of performance of faculties among the male faculties are induction, career development, superior support and human resource development practices whereas among the female faculties, these are induction, retention, communication, human resource planning, recruitment and selection, labour welfare, supervisor support, employer-employee and human resource development practices. The rate of impact of HRM practices on the performance of faculties is noticed as higher among the female faculties than that among the male faculties.

REFERENCES

[1] Schuler, R.S., and Jackson, S.E., (2005), "A Quarter-Century review of human resource management in the U.S.A.: The growth on importance of the international perspective", Management Review, 16(2), pp.11-35.
[2] Iqbal, M.Z., Arif, M.I., and Abbas, P., (2011), "HRM Practices in Public and Private Universities of Pakistan: A Comparative Study", International Education Studies, 4(4), pp.215-222.
[3] Chew, J., Girandi, A., and Entrekin, L., (2005), "Retaining Core Staff: The impact of human resource practices on organisational commitment", Journal of Comparative International Management, 8(2), pp.23-42.