

HR Practices: A Predictor for Performance in Technical Institutions

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Abstract: A healthier 21st century is our target which necessitates an overriding preference to availability of quality of education. Human Resources (HR) are the most precious endowment in a country as the success of a plan or development of economy depends on the extent to which human resources are planned & developed, especially in terms of skills & education.

In an overpopulated country like India where majority of the population is found below poverty line leading a life in object poverty. Education is supposed to play an important role. Good education is an important contributor to productivity and economic growth. In India, where the only asset most people have is their education leads to a greater significance. Education is fundamental to every person, not only for their well-being but for their survival. If the government exists to safe guard the right of its citizens to the fundamental prerequisites of survival it must also own up to its responsibility to protect them from all oddities. In this study HR Practices are focused and the perception of academic & non-academic members have been measured in lieu of their performance. These HR Practices are: Recruitment & Selection, Training & Development, Compensation and Performance Appraisal. T-Test was applied to make out the differences in the perception of academic and non-academic members.

Introduction

With the competition increasing yearly, the need to improve institutions' performance has never been greater. There is a need for research on the relationship between employee performance in education sector and HRM practices in developing countries like India.

Since ages, in India the teaching and learning had long history. There was need to develop certain roadmap related to living conditions of manpower in early days of invention of human living. By establishing teaching institutions first in a disorganized manner afterwards further improved by the then kings followed by various governments soon, it became a formalized sector. This continued for long span till effective governance took over to rule the country which established universities & colleges. Different practices were introduced to make it effective and purposeful. In the education sector, an academic revolution is in the process as there is a marked change in the scope and opportunity. There is a paradigm shift in this dynamic sector to bring about a change. In the recent years, education sector has become an enterprise having a business orientation, facing fierce competition from similar groups. There is a need to bring in the right kind of people into this sector to make it more challenging. Knowledge plays prime role in writing the fate of a nation and this knowledge is evident in education sector in a technology driven society. This demands an enormous investment in technical education so that highly skilled manpower can be ensured. Technical education system in the developing country is going through a radical change in the recent times. It has laid emphasis on quality and social accountability. With the advent of globalization, achieving excellence in several areas such as student performance and competitiveness, qualification of faculty, research promotion, training and developing the right kind of staff and so on has become challenging.

Effectiveness & Efficient Management of HR Practices in Technical Institutions

Human resources have been recognized as an indispensable input in the performance and success of the organizations for the organizational effectiveness and efficient management. From the many factors it is analysed that Human Resource is an important factor because they can think, plan & arrange the work successfully towards the predetermined goals & objectives. Human resources are not only an important factor of management but they also play an important role in executing different functions such as planning, organizing, staffing, directing, coordinating & controlling. In total, these functions represent the management process.

There are four important steps of Manpower (Academics and non-academics) :

- Steps in Manpower Planning
- Set the Goal
- Set the Timeframe
- Start Planning

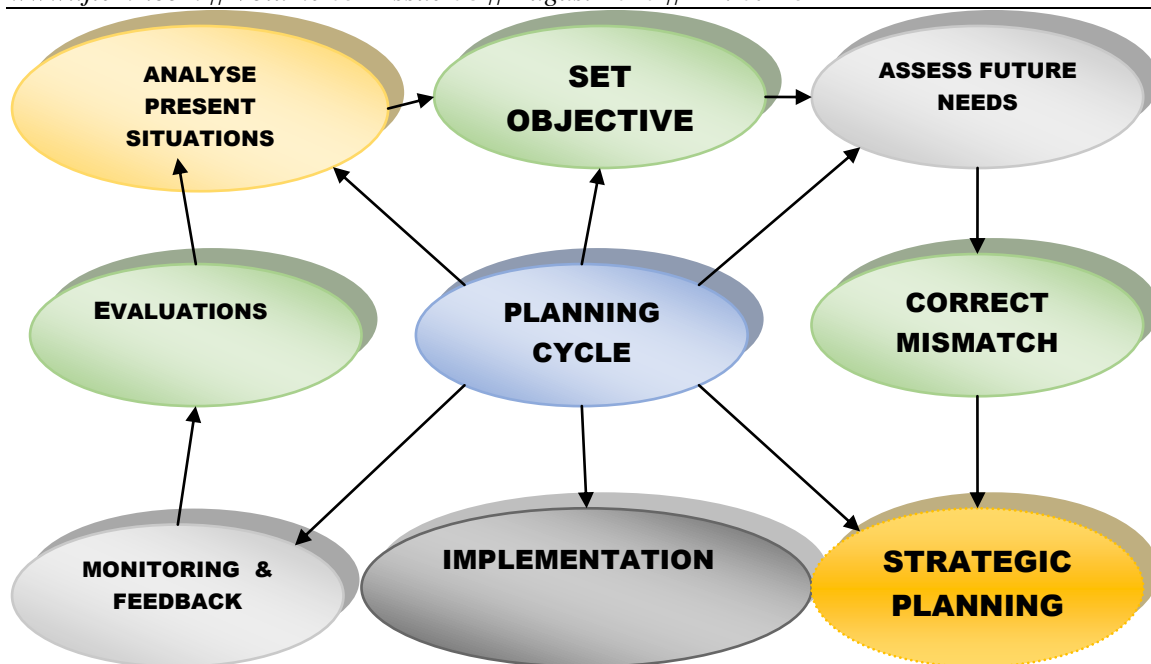


Figure 1: Bridging the Gap of HRP

The above figure reflects the role of HRD Practices along with defining the gap between present and future aspects. Motivated employees play key role in the success of an organization. The simplest definition of management is to get the work done from others. Motivated employees can produce wonders for the organization. Human Resource is the common factor for any kind of industry. An education sector is a service industry. Human resource is an important factor in helping the education sector to be successful.

Human resource management can no longer be done by intuition or guess. The socialistic pattern of society, the initiation of involvement by the State and the overall idea of a Welfare State must make the alert management recognize the importance of human relations and his actions must result in social justice. Recent trends indicate that employees can no longer be viewed as a commodity.

Employees today are more progressive in their outlook. It is essential to motivate employees in the right direction, to develop their morale and contribute to happier management-employee, management-stakeholder relations and teacher-student relations. Human resource management is staff function through which managers recruit, select, train, and develop their employees and develop the organization as well.

The employees must be given adequate training and provided with the necessary tools for satisfactory work. They must be given proper guidance and their working conditions must be congenial. All this requires skill in selection, training, planning workloads, motivation and supervision. Times have changed and specialization has become the order of the day. No institution can be more sensitive than a educational organization because it deals with the future of the students (Cassel, 2005). Thus, new concepts have been introduced in the technical institutions for the proper utilization of resources. It is, therefore, imperative to have separate experts for general administrative and human resource functions in educational organizations (Hernandez & O'Connor, 2010).

Frye et al., (2004) concluded that organizational performance and compensation have a positive relationship. He suggested that compensation plays a key role in the human capital intensive firms for retaining and attracting the skilful employees. As education sector is a human capital intensive organization, so compensation plays a major role for retaining and attracting competent staff. HRM practices in education sector has now become a necessity in order to achieve effective utilization of human resources.

Significance of the Study

Educational sector needs to deal with improving the quality of education as a long term strategic goal that leads to continued growth. The speed at which change is occurring, the availability of technology needed to deliver quality care, and the expertise HR available may also influence quality. In the relationship between human resource development strategies and performance, Guest et al. (2000b) modeled that the HR strategy, HR practices and HR effectiveness are interrelated and it impacts on quality of goods and services, productivity and performance. Entry-level knowledge, skills and understandings of professionals are affected by the quality of

the basic educational system, the links between the education and performance and the extent to which the educational system promotes continuing learning skills. The ability of the existing employees to acquire new skills may also be limited as they need support from management to carry out further education and training.

Review of Literature

Mangi (2014) reviewed HRM plus its branch of HRD in apex institutes of India. The study focusing on human as a valuable resource at workplace discussed the transition from the traditional personnel administration to HRM. Further the study described the role of NISCAIR, DRTC, NASSCOM of Indian institutes and which core activities are to develop human resource. These institutions are equipped with necessary facilities and manpower for meeting the challenges faced by current times to train and prepare research scholars and library and information professionals.

P. Usha (2015) aimed at Higher education institutions for exploring, generating, conserving and transmitting knowledge are the important means. The Human Resource Development is needed to every organisation in improving its system and services, change and for becoming more dynamic and for playing leadership role that is interested in stabilizing, growing, diversifying, renewing it-self to become more effective. The present study is undertaken with a view, to assess the HRD interactivities among teaching staff of the Accredited Institutions and Affiliated institutions of Rayalaseema region, Andhra Pradesh. Results indicated that the HRD initiatives among teaching staff in engineering institutions appear to be good. HRD values scored fairly well while HRD mechanisms appears average score. Personality development and placements got good score in Accredited Institutions. Job security, equality and fairness are ranked at the top most important values for teaching staff in engineering institutions. There is variation exists on the Type of management and rewards given to teaching staff.

Abraham Boateng (2015) studied the effects of staff administration activities on staff turnover in the educational sector, his findings provide experimental backing for the significance of employment and placement, instruction & progress, interpersonal bonds, staff interaction and participation, fitness, security and conflict, appreciation and salary, remuneration, motivation and evaluation on “employee retention”. The findings showed that staff turnover in these parts could be well described by HRM most excellent approaches as contrasted to social disparities.

Raed A.S. Abu Teir & Ren-Qian Zhang (2016) discussed that as the heart of the educational administration the success of any educational institution is believed to rely mainly on the quality of human resources. Addressing the environment of higher education, human resources are the most powerful assets which has become more competitive and open for market-driven decision making that an institution could possess to fit in this competitive environment and to suit the modern entrepreneurial paradigm. Human resource management plays the role to gain better competitive advantage of translating the organisational strategic aims into human resource policies and creating human resource strategies that could gain. Analysing the results which contributed to the overall knowledge of human resource management and be guidelines for further development in higher education. Moreover, some practices are given more attention than the others revealing the current state of human resource strategies adopted in institutions.

Dauda, Y. and Singh, G. (2018) reviewed Human Resource Management procedures in Higher Educational Institutions (HEIs). The study found that HR practices have that potentiality to attract a qualified pool of academicians and bring quality of education provided to students. The findings indicated that HR Practices have a strong relationship with the organizational performance. These should be strategized in organization fairly and ensure that healthy culture would be established for a long term profit.

Research Gap

From the reviews of past studied which have been discussed above, it has been explained that HR Practices are important is sustaining the image of educational institutions and also at the same time capable enough to retain the employees. Many researchers have focused on various HR Practices like compensation, promotion, incentives, fair selection, autonomy, flexibility, etc. in the service organizations but no study was conducted on the Technical Institutions. Hence, the researcher has tried to find the gap to study the HR Practices in the selected Technical Institutions. This present study has attempted to determine the impact of HR Practices on employee performance with regard to various components. In this study both academics and non-academics employees are selected to go deeply into the system and make suggestions to sustain the image of Institutions. It is observed that if one wants to survive in the competitive environment that organization must be strengthened to make HR Policies for retaining their employees.

Research Design: The study is descriptive. In this study the factors of HR Practices were identified and studied in relation to performance. In this study, survey research design is adopted.

Study Area: In the study, the researcher has included the Technical Institutes of Madhya Pradesh. Due to constraints of time some Institutes were selected from main cities: Indore, Bhopal, Gwalior, Ujjain, Jabalpur as the study area.

Data Collection: Primary Data collection was collected through Specific self-designed Questionnaire based on the 5-Point Likert Scale to measure the impact of HR Practices on employee performance both academics and non-academics of Technical Institutes. Also, Secondary Data was procured from Websites, Journals, E-Journals, Books / Magazines and Research Papers.

Sampling Technique: For effective coverage, systematic random sampling method was used to select the participating respondents.

Sample Size: Total 500 Employees were chosen.

Director/Principal -45

Associate Professor-68

Assistant Professors-137

Non-Teaching/Technical staff Members: 250 (Those who have been assigned office work)

Data Collection Instrument: The questionnaire was developed into many parts in such a way as to reflect the perception of employees towards HR Practices in terms of recruitment, selection, training and development, compensation, performance appraisal, promotion etc. as the researcher aimed to keep the parts of questionnaire similar in content in order to get a comprehensive view.

Tool to Measure Questionnaire: The questionnaire was developed to measure the independent variables it was self-structured based on 5-point Likert Scale consists of questions that are based on strongly agree to strongly disagree. For this research study the variables have been taken on the basis of reliability and validity of the statements given by the respondents.

Data Analysis Test: T-Test was applied to examine the impact of HR Practices on their performance.

Objective of the Study

1. To identify the HR Practices in Technical Institutions.
2. To study the perception of Academic & Non Academic Members towards HR Practices in technical Institutions.

Results & Discussions

Reliability Test

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.925	32

The above table reflects the reliability of all the total 32 items is .915 means that 91.5% scale is reliable. The total items are divided into eight factors comprised of Human Resource Practices in Technical Educational Institutes.

Table 2: Factor Wise Reliability Through Cronbach Alpha

S. No.	Factors	Statements	Cronbach Alpha Value
1	Recruitment & Selection	07	.912
2	Training & Development	07	.897
3	Compensation	07	.854
4	Performance Appraisal	07	.784
5	Employee Performance	04	.765

The table exhibits the factor wise reliability in which recruitment & selection practices have .912 cronbach alpha value, training & development have .897 cronbach alpha value, compensation have .854 cronbach alpha value, performance appraisal have .784 cronbach alpha value and employee performance have .765 cronbach alpha value. So all the factors have more than .7 reliability value so these factors have been accepted for further analysis.

Mean Score on Factors of HR Practices

Table 3: Mean Score on Recruitment & Selection

S. No.	Statements	Code	Mean
1	Organization has a well-defined recruitment and selection policy.	RS1	3.56
2	The information about the organization and job is provided to the candidate at the time of recruitment.	RS2	3.68
3	Candidates have been selected by a transparent process on the basis of their merit.	RS3	3.56
4	Selection system selects those having the desired knowledge, skills and attitude.	RS4	3.37
5	Interview comprises of technical as well as personality and attitude aspects of the candidate.	RS5	3.48
6	Formal induction, orientation and familiarization process is adopted to help new recruits understand the organization.	RS6	3.54
7	It places the right person at the right job.	RS7	3.46

The above table exhibits the mean value on the variables of recruitment and selection in the technical educational institutions. The statement information about the organization and job is provided to the candidate at the time of recruitment have the highest mean value (3.68) followed by well define recruitment and selection policy (3.56), transparent process in selecting the candidates (3.56) and Formal induction, orientation and familiarization process is adopted to help new recruits understand the organization (3.54). The rest statements have less than 3.5 mean value so it can be concluded that majority of respondents agreed on recruitment and selection policy.

Table 4: Mean Score on Training & Development

S. No.	Statements	Code	Mean
1	The training needs of the employees are assessed on the basis of performance appraisal.	TD1	3.63
2	Training includes social skills, general problem-solving skills and broader knowledge.	TD2	3.65
3	The contents of the training programs organized depend upon the changing need of jobs.	TD3	3.33
4	Organization conducts extensive training programs for its employees in all aspects of quality.	TD4	3.52
5	Organization provides an opportunity to utilize the skills and activities learnt during the training programmes.	TD5	3.54
6	Employees are sponsored for training needs programmes.	TD6	3.64
7	Training needs identified are realistic, useful and based on the strategy/policies of the organization.	TD7	3.74

The above table exhibits the mean value on the variables of training & development in the technical educational institutions. The statement Training needs identified are realistic, useful and based on the strategy/policies of the organization have the highest mean value (3.74) followed by Training includes social skills, general problem- solving skills and broader knowledge (3.65), Employees are sponsored for training needs programmes have (3.64), and training needs of the employees are assessed on the basis of performance appraisal (3.63) The rest statements have less than 3.6 mean value so it can be concluded that majority of respondents agreed on training & development. They agreed that on the basis of requirement of training, they are provided and in this way they can able to resolve the problems at workplace.

Table 5: Mean Score on Compensation

S. No.	Statements	Code	Mean
1	Job performance is an important factor in determining the incentive compensation of employees.	C1	3.67
2	Compensation is decided on the basis of competence or ability of the employee.	C2	3.48
3	Extra increment is used as a mechanism to reward higher performance.	C3	3.83
4	Compensation plays a major role for retaining and attracting competent employees.	C4	3.73
5	The existing reward and incentive plans motivate us for better performance.	C5	3.61
6	Pay increments are satisfactory.	C6	3.71
7	The salary is competitive compared to that of employees doing similar work in other Institutes.	C7	3.48

The above table exhibits the mean value on the variables of compensation in the technical educational institutions. The statement Extra increment is used as a mechanism to reward higher performance have the

highest mean value (3.83) followed by Compensation plays a major role for retaining and attracting competent employees (3.73) and Pay increments are satisfactory (3.71). The rest statements have less than 3.7 mean value so it can be concluded that majority of respondents agreed on compensation packages. They agreed that this is the most important for boosting their motivational level and push them for excel in their performance. The respondents stated that they are provided by extra increments for their performance and in all they are satisfied with their pay increments.

Table 6: Mean Score on Performance Appraisal

S. No.	Statements	Code	Mean
1	Performance Appraisal system helps to identify the strength and weakness of the employees.	PA1	3.07
2	The performance of employees is appraised at regular intervals.	PA2	3.70
3	Performance appraisal aims at improving employee performance and strengthening the job skills.	PA3	3.62
4	Performance appraisal is fair and objective in the organization.	PA4	3.73
5	Performance Appraisal system is growth and development oriented.	PA5	3.86
6	Employees are provided performance based feedback and counselling.	PA6	3.67
7	Performance appraisal undertakes to identify the developmental needs of its employees to help them attain their career goals.	PA7	3.53

The above table exhibits the mean value on the variables of performance appraisal in the technical educational institutions. The statement Performance Appraisal system is growth and development oriented have the highest mean value (3.86) followed by Performance appraisal is fair and objective in the organization (3.73) and The performance of employees is appraised at regular intervals (3.70). The rest statements have less than 3.7 mean value so it can be concluded that majority of respondents agreed on performance appraisal system. The rest variables have put more focus on improving the identification the developmental needs and help them in attaining their career goals. It will also aim at improving employee performance and strengthening their job skills.

Table 7: Mean Score on Employee Performance

S. No.	Statements	Code	Mean
1	Employee attempts to solve problems himself/herself before escalating them to their superiors.	EP1	3.36
2	In organization, employee accepts responsibility to make decisions to meet the needs and expectations of students.	EP2	3.34
3	Employees are expected to show patience and perseverance in achieving results and goals.	EP3	3.59
4	Employees are clear on duties and responsibilities assigned by their organizations.	EP4	3.86

The above table exhibits the mean value on the variables of employee performance in the technical educational institutions. The statement Employees are clear on duties and responsibilities assigned by their organizations have the highest mean value (3.86) followed by Employees are expected to show patience and perseverance in achieving results and goals (3.59), but the rest two variables have less mean score than 3.5 so it can be concluded that employee will have to attempt to solve problems himself/herself before escalating them to their superiors and they have to accept responsibility to make decisions to meet the needs and expectations of students.

H₀₁: There is no significant difference in the perception of academic and non-academic staff members towards HR Practices.

Table 8: Independent Samples Test on Performance Appraisal

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	10.647	.001	2.736	498	.006	-.3000	.10967	-.51547	-.08453
Equal variances not assumed			2.736	494.51	.006	-.3000	.10967	-.51547	-.08453

The above table shows that the value of T Test is .2736 more than the tabulated value 1.96 at .006<0.05 so it is concluded that there is a significant difference in the perception of academic and non-academic staff members towards HR Practices. In this context, the null hypotheses ‘There is no significant difference in the perception of academic and non-academic staff members towards HR Practices’ is not accepted.

Conclusion

The study found that HR Practices are very important in any organization to retail employees for a longer time. In this study five components were studied in lieu of employee performance such as; Recruitment & Selection, Training & Development, Compensation, Performance Appraisal. The findings disclosed that there is a difference in the perception of academic and non-academic members towards HR Practices as academic members perceive HR Practices more strongly. The findings of the study have widened the scope of work professionals who are working in technical institutions. The outcome of this study would enlighten them about giving importance to the employee training and development programs so that the employees’ performance can be boosted and that would lead to better satisfaction and functioning. This would make them effective administrators. It is observed that in an era of globalization where education industry is booming so, all employees should be managed efficiently and effectively. This can be only possible when organization will pay more attention on HRD strategies The effectiveness of training is not static, it has to be periodically reviewed, updated and upgraded in tune with demanding situation of the economy, government policy and advancements.

Suggestions

On the basis of findings some suggestions have been surfaced for further improvements in the technical institutions:

- ❖ There should be conduction of Seminars, workshops, Conferences for the employees so that they can excel their performance to achieve the goals.

- ❖ Promotion policy should be followed in order to retain the best employees as they are the assets of organization.
- ❖ The working environment should be open where they can freely express their views and if they have any grievances, they can easily resolved.
- ❖ After the identification of needs, they may be provided training sessions to update their skills and competencies.
- ❖ Employees must be rewarded for their best output for boost their morale.

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