A COMPARATIVE STUDY OF HRM POLICIES AND PRACTICES IN HIGHER EDUCATION SECTOR IN MATHURA AND GWALIOR REGION

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Abstract
Education sector provide typical challenges in terms of need for continuous development of faculty members in accepting the change in the education, change in the curriculum, adoption to the new technology, developing aptitude to cope up the challenges of different generations coming to the colleges for learning, changing the conventional teaching and learning pedagogy. In order to make the faculty members to be prepared to accept these challenges, there is an important need for the effective HRM practices. Human Resource management practices have greater significance in the overall productivity and growth of Education Sector. Education sector is one of the key services sectors where the profits cannot be expected by the management in short run, the profitability of the educational institutions can be viewed in the long term and the primary factor influencing the success is the quality of services provided to the students. the present study is aimed at understanding the Human resource management practices of faculty members working in educational institutions in Madhya Pradesh more specifically in Select regions, i.e., Gwalior and Mathura Regions.

Key words: Development, Maintenance, Motivation, Procurement.

Introduction
The long term sustainability of the educational institutions in the era of complex and competitive environment depends on the quality of the human resources that the educational institutions procure, develop, motivate and maintain. The control structures of educational system particularly in the area of Higher Education sector require fundamental transformation – to become well-organized, translucent, autonomous, and student focused. A comprehensive education reform programmed needs to be premeditated and implemented jointly by Central and State Governments to promote tactical planning and recognizing performance at the University level for accessing resources. It is, therefore, pertinent for each State to prepare a comprehensive State Higher Education Plan, which will effectively assess the needs and requirements of States for a better, more impartial and balanced share of resources.

According to Jones & Walters (1994), the human resources are referred as the "heart of the educational administration". In the words of Davis(1990), the main approach remain the human resources are "better people achieve better results", in view of the significance of better results required for the institutions to survive and sustain in the education industry, it is highly needed for a better qualitative human resources.   Due to increasing entry of educational institutions in engineering, management and pharmacy fields and favorable support of government towards private educational institutions, the education sector in India with special reference to Madhya Pradesh state is been fastly growing.

The role of Human resources in organizational productivity and profitability is impeccable. Once, the human resources are treated as machines and the role of HR has been undertreated due to more emphasis on the productivity. These have resulted into significant negative impact on long term prospective of organizations. The Human Resources in modern industrial scenario is treated as most valuable resources vital for the long term sustainability and productivity of organizations.

The 4 M's , i.e., Men, Machines, Money and Materials are said to be most dynamic assets for the organizational productivity as well as profitability. Many researchers have signified human resources as the hidden weapon for the organizations to advance in the cut throat competitive scenario. Organizations around the world are re-modelling themselves as they respond to the challenges presented by the global economy. It is said that structure and method can be easily duplicated but the most important defining factor influencing the organization is its human resources and this cannot be duplicated. The quality of the human resources in organizations, their enthusiasm, commitment and level of satisfaction which they are experiencing in their jobs, sense of satisfaction over treatment are significant factors influencing the organization's productivity, level of service, reputation and survival of the human resources.

Purpose of HRM Policies in Education Sector
a. The broad purpose of the HRM has been changing keeping the view of the demands of the Educational Institutions to fulfill their overall goals. To contribute to the Educational Institutional goals, there is a desperate need of the human resources who can provide the needed support. The broad purpose of the Human Resource Management is presented here.
b. To integrated and update the skills and knowledge through effective management of human resources.
c. To create a sense of self-actualization to the man power through motivating and assisting them to fully realize their potential and worth
d. To establish and maintain productive self-respecting and internally satisfying working relations among all the members of the Educational Institution.
e. To derive maximum worth of the human resources and encouraging them to grow along with the Educational Institution.
f.   To secure the integration of all the individuals and groups with the Educational Institution by reconciling individual/group goals with those of an Educational Institution.
g. To develop and maintain a quality life (QWL) which makes employment in the Educational Institution a desirable personal and social situation.
h. To maintain high morale and good human relations within the Educational Institution.
i.   To help maintain ethical policies and behaviour inside and outside the Educational Institution.
j.   To manage change to the mutual advantage of individuals, groups, the Educational Institution & the society.
k. To recognize and satisfy individual needs and group goals by offering appropriate monetary and non-monetary incentives.

The corporate performance in the recent past is enhanced by the efforts of the human resources.

The strategy applied for the effective management of human resources will vary as per the objectives of the Educational Institutions, the services and products produced, the position in the market and more crucially the financial health of the Educational Institution.

Hence, the people management would seek to attain:
a) Achieving the Educational Institutional objectives through efforts of economic ways with effective performance
b) Creating a platform to serve at highest level to the personal goals of employees
c) Providing development contribution through initiating and performing the functional aspects
d) To achieve the general promotion of the Educational Institution through highlighting its human resources
e) Contributing to the welfare of the employees itself.

HRM functions in Education Sector

The Human Resource Management responsibilities are broadly classified into four functions or categories. These include:

   a) Procurement of human resources in education sector
   b) Development of human resources in education sector
   c) Motivation of human resources in education sector
   d) Maintenance of human resources in education sector

1) Procurement of human resources

Due to increase pressure on quality of human resources, effective acquisition of human resources is becoming as a complex task especially in education sector. The colleges' future hugely depends on the reputation and the performance of its students, hence acquisition of the faculty members especially keeping in view of the strength of the educational institution is a tough challenge ahead. Further, proper planning is to be executed in job analysis, job description and job specification for the recruitment of faculty members. This function also stresses on the proper induction and orientation of the faculty members to get adjusted to the environment.

2) Development of human resources

Development of faculty members to suit to the class strength, level of understanding of the students is a complex task. The colleges need to employ continuous efforts to sharpen the creativity and innovation in the delivery of lecture, handling the students and performing institution's tasks. Colleges need to address the changing norms and scope of the education system through effective development of the faculty members in the institutions. These can be performed through:

a) Faculty Learning Programs

Faculty learning programs are found necessary for the updating the knowledge and improving the teaching skills. Further, periodical learning programs held at the institutions will improve the morale and boost the performance of the faculty members.

b) Management Development

The modern education system requires not only the abilities of its faculty members, i.e., human resources in performing their main objectives, but also they need to upgrade themselves in handling the issues pertaining to the ranking system of the educational institution, periodical inspections at state and national level, affiliations etc. For these, the faculty members are needed to observe and participate the management development programs.

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c) Career Development
Apart from developing the students' skills and knowledge, the faculty members are needed to develop their career. The institution need to encourage the faculty members to develop their career through taking admission into research programs, participating in FDPs, workshops, e-learning etc.

3) Motivating of human resources
This function needs the effective creation of strategies by the colleges to boost and make the faculty member to work with loyalty. Through providing continuous motivation in the form of monetary and non-monetary benefits, the human resources can be motivated.

4) Maintenance of human resources
The challenge for the modern colleges is the maintenance of human resources to work with better co-ordination and commitment. Rising attrition rate in education sector always put challenges to the maintenance ability of the colleges. Hence, the colleges must exhibit its worth applying better retention strategies, creating positive spirit among the faculty members to make them work honestly.

4) Objectives of the Study
The main objective of the study is to understand the determinants of the HR practices in educational institutions. More specifically, to evaluate the education industry in Madhya Pradesh with special reference to profile of select Higher Educational Institutions and further, the study presents the key observations on procurement, development and motivational climate of HRM practices in Gwalior and Mathura regions.

5) Methodology
The study is based mainly on primary data. The secondary data is used to supplement the primary data. The primary data is collected from the employees, i.e., faculty members of select educational institutions through administering a questionnaire. The perceptions of the management of educational institutions are also is covered by using another set of questionnaire. Personal interview, observation method are also supplemented to primary data. The secondary data is gathered from the annual reports, records and documents of educational institutions in select Regions of Madhya Pradesh and various regulating bodies in Mathura and Gwalior regions (affiliated to universities functioning in select regions of Madhya Pradesh State) of Madhya Pradesh and India such as AICTE and MPSCHE and University Grants Commission. The study is based on a total of 300 faculty–respondents, i.e, 69 percent(300 out of total 436) of total respondents is selected from the select educational institutions. In order to select the sample respondents from the select educational institutions, multi-stage Convenience Sampling method is applied.

6) Results and Discussion
The summary of field study results done on the faculty members working in select educational institutions in Mathura and Gwalior regions are presented here.

A) Observations on Procurement of Human Resources in Educational institutions
The study on recruitment norms of the faculty members followed in Engineering, Pharmacy and Management showed that the University as well as educational institutions affiliated to select regions are following the guidelines issues by UGC and AICTE norms for the recruitment of Assistant Professor, Associate Professor and Professor Positions. Further, the API score has been followed by most of the educational institutions for the selection process.

The results of Content Analysis on Recruitment and Selection in Select Affiliated Educational institutions of select regions show that 40 percent of the educational institutions have given the educational institution logo presented in its recruitment notification; only 20 percent of the educational institutions have fulfilled the number of positions to be filled in the educational institution in its recruitment notification.

The study on Recognition of skills and experiences in the selection process revealed that about 49 percent of the faculty members expressed that skills and experiences are recognized in the selection process. The perception of the faculty members on the conduct of ratification to the faculty members in the select educational institution revealed that about 63 percent of the faculty members expressed the opinion that ratification is existent for the faculty members of the institution. The results of Karl Pearson Chi-Square test proved that there is no statistically significant divergence in the opinions of the faculty members of select academic disciplines on conduct of ratification in the educational institution is accepted.

Procurement of Human Resources –Results of Factor Analysis
The Factor Analysis is applied with a view to analyze the significant factors that influence the recruitment and selection practices of educational institutions in select region. The factor analysis further helps to reduce the number of dimensions that influence the overall recruitment practices. All the 16 statements are classified as items and these items are been processed with the Factor Analysis. Results of KMO prove that, the sample size is fit and the 16 select items are fit for factor analysis. The Test of Bartlett's on Sampling adequacy is computed as another measure to prove the sampling adequacy The computed probability value is 0.000 and the comparison with error margin, i.e, 5 percent level, the p-value found less than the margin of error, hence, null hypothesis is rejected and this show the evidence that the data is significant for the conduct of Factor Analysis.

a) Extraction of Factors
The Principal Constituent Analysis is applied to extract the initial eigen values. The analysis help to finding the total variance extracted from each Constituent/factor. The results of Derived Total Variance presented in table-1 show that, 4 Constituents were extracted using Factor Analysis. Factor-1 explains 30.42 percent of total variation. Constituent-2 explains 10.31 percent of total variation. Constituent-3 explains 8.22 percent of total variation and Constituent -4 explains 6.68 percent of the total variation. Overall, 55.64 percent of the total variation is extracted from 4 Constituents. And the results prove that, all the 16 items are too grouped into 4 factors which influence the recruitment and selection practices in educational institutions at select region.

Table – 1, Factor Analysis- Rotated Constituent Matrix

	Constituent			
	1	2	3	4
Transparency in selection process.			.634	
Skills and experiences holding advantage in selection process			.500	
Pay package on part with industrial norms			.841	
Ratified experience of the faculty		.614		
Referral system in the selection process	.711			
No delay in appointment process				.662
Induction to newly joined faculty.	.569			

Clear definition of roles and responsibilities.				.847
Clear mention of work regulations	.652			
Work load on par with university norms.	.673			
Vision and mission explanation by the management		.456		
Rules and regulation s to newly recruited faculty.	-.656			
Responsibility of coordination by the senior colleagues				.449
Communication by the management about salary and perks	.519			
Immediate disbursal of Offer Letter.		.766		
Complete transparency in the selection process.		.606		

Source: Results of Field Survey

c) Factor Analysis- Rotated Constituent Matrix
From the review on the results of rotated Constituent matrix, four Constituents (or) factors are the major influencing factors of procurement of Human Resources of faculty members in select Higher Educational Institutions affiliated to select regions. The Constituents are explained according to their importance:

Factor -1: Influence Orientation
1. Referral system in the selection process
2. Induction to newly joined faculty.
3. Clear mention of work regulations
4. Work load on par with university norms.
5. Rules and regulation s to newly recruited faculty.
6. Communication by the management about salary and perks

Factor -2: Influence of Policies
1. Ratified experience of the faculty
2. Vision and mission explanation by the management
3. Immediate disbursal of Offer Letter.
4. Complete transparency in the selection process.

Factor -3: Transparency in selection
1. Transparency in selection process.
2. Skills and experiences holding advantage in selection process
3. Pay package on part with industrial norms

Factor-4: Work Environment
1. No delay in appointment process
2. Clear definition of roles and responsibilities.
3. Responsibility of coordination by the senior colleagues

From the factor analysis, it is to conclude that, post selection activities, role of management, transparency & pay package, responsibilities & co-ordination are the four factors influence the Recruitment & selection process in Higher Educational Institutions of select regions.

B) Development of Human Resources
The study on the Development practices of the Human Resources reveals that, among the select Higher Educational Institutions, only about 30 percent of the educational institutions have well established HR policy concentrating on the development of the human resources.

The development of human resources especially in educational institutions focalizes on evaluation of training and development practices implemented for its newly appointed faculty members and existing faculty members in the form of organizing orientation, faculty development programs, encouraging the faculty members to actively involved in management development programs, actively promoting the need for the management development and career development activities for gaining knowledge, improving the qualification, increasing the participation experience in various seminars, conferences, workshops and lab sessions.

The following are some of the identified committees observed in the select Higher Educational Institutions that are aimed at providing the opportunity to the faculty members to develop themselves in the various administrative committees. From the comparison of the activities and committees that are functioning in select Higher Educational Institutions affiliated to select regions, and the following thirteen committees are found to be most commonly formed committees in the educational institutions.These include committees of Admission, Alumni Committees, Anti-Ragging Committees, Quality Assurance Committee, Cultural and recreation committees, Publication Committees, Library Committee, Grievance Redressal Committee, Hostel Welfare, Research And Development, Sports, NSS and NCC committees.

C) Perception on Orientation in Educational institutions

The perception of the faculty members of 3 select academic disciplines is studied with an aim to understand the perception on orientation in Educational institutions. The orientation to the faculty members include explaining the institutional rules and procedures, encouragement to skill development, explaining goals, self-development and friendly relations in the institution and developing consistency in teaching. The study on each of the 6 statements reveal that, 40 percent of the faculty members have rated agreedness to 'motivation of management to the faculty by explaining the goals of the educational institutions', approximately 45 percent have agreed to 'faculty can engaged with self-development', 52 percent have agreed to 'friendly relations in the institution motivates me' and 54.3 percent have given agree rating to developing consistency in teaching is the main motto of orientation organized to faculty'. Whereas 40 percent of faculty members have given 'agree' rating to the statement on 'management motivates the faculty through explain the institution rules and procedures and approximately 43 percent have agreed to 'management encourages the development of skills of faculty'. Among the all the six statements, the highest mean value equals to 3.35 is observed for the statement on 'faculty relations in the institution motivates me' and 'developing consistency in teaching is the main motto of orientation organized to faculty'. Least mean values is equals to 2.71 is observed for the statement 'management motivates faculty through explain the institution rules and procedures'. The standard deviation in the perception of the respondents lies in between 1.29 to 1.45. The total mean score pertaining to perception on orientation is 3.02. This specifys that the faculty members are holding neutral opinion on the influence of orientation practices of the educational institutions affiliated to select regions of Madhya Pradesh State.

D) Perception on Interpersonal relationship in Educational institutions

The interpersonal relationship among the faculty members is one of the important determinants of motivation. The interpersonal relationship between the faculty members is very important for the smooth execution of day to day activities of the educational institutions. Further, the interpersonal relationship among the faculty members will motivate themselves to share the work, share the experiences and difficulties and share the instructions in between departments. The interpersonal

relationship among the faculty members will strengthen the internal motivation and gives confidence to the faculty members to adapt to the educational institution environment. In this course, an endeavor is made to understand the perceptions of the faculty members on Interpersonal relationship dimension of motivation climate in educational institutions.

The perceptions of the faculty members on statements on interpersonal relations demonstrate that, 40 percent of the faculty members have rated 'disagree' rating to the statements on 'friendly environment between management and faculty increase social relations' and 40 percent of faculty members have opined disagree rating to 'strong association between management and faculty prevail in the institute'. From the outcome of survey, it is to notice that, faculty members are not confident about the friendly environment in between themselves. Further, the faculty members also disagreed to existing association between management and faculty.

Approximately 50 percent of faculty members have agreed to the statement on 'interpersonal relationship among the faculty motivations to work efficiently', 44 percent of them have rated 'agree' to 'management protects the self-interest of faculty', around 48 percent have agreed to 'faculty get motivated by brand image of the institute' and about 49 percent have agreed to 'cordial relations among faculty helps me to adjust the classes while availing the leave', and this prove that the faculty members have shown positive intent to the interpersonal relations among the faculty members, protection of management to the self-interest of the faculty, motivation through brand image of the institute and cordial relations between the faculty members which may benefit them to adjust to the day to day responsibilities related to the classes while availing leave. The computed overall mean is 3.00 and the standard deviation is 0.97 which show that the deviation in the perception is minimum among the faculty members.

Conclusions

The important observations made from the study are disclosed here.
1. Factor Analysis revealed that the major influencing factors of procurement of Human Resources of faculty members in select Higher Educational Institutions affiliated to select regions of Madhya Pradesh and Uttar Pradesh state are influence of orientation, influence of policies, transparency in selection and work environment.
2. The field survey revealed that the development of human resources especially in educational institutions focalized on evaluation of training and development practices implemented for its newly appointed faculty members and existing faculty members in the form of organizing orientation, faculty development programs, encouraging the faculty members to actively involve in MDPs.
3. The analysis on the development practices further revealed that, the educational institutions have been concentrating on assigning the faculty members into various committees, assigning the responsibilities to actively support in administrative activities and develop them and engage them to actively participate in the programs and committees which provide them to experience the development of the human resources.
4. The perception of the faculty members on Orientation in educational institutions revealed that 40 percent of the faculty members have agreed that management motivates to the faculty by explaining the goals of the educational institutions' and approximately 52 percent have agreed that 'friendly relations in the institution with faculty members.

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5. The total mean score pertaining to perception on orientation is 3.02. This specifies that the faculty members are holding neutral opinion on the influence of orientation practices of the educational institutions affiliated to select regions.

6. The perception on interpersonal relationship in educational institutions revealed that 40 percent of the faculty members have disagreement on 'friendly environment between management and faculty increase social relations' and 40 percent of faculty members have opined disagree rating to 'strong association between management and faculty prevail in the institute'.

7. From the survey, it is observed that majority of the faculty members have supported the job security, support from management, support of the colleagues and the support for career development. Whereas the discrepancies are observed in the orientation practices, training and development, compensation, workload and welfare measures. Hence, for the long term success of the educational institution, the management must initiate better HR policies and practices to faculty members. The select Higher Educational Institutions surveyed in particular must look into these areas for the effective maintenance of the faculty members.

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