



A STUDY OF TEACHING AND NON-TEACHING STAFF ACTIVELY PARTICIPATED IN HUMAN RESOURCE MANAGEMENT OF NAAC ACCREDITED COLLEGES IN EASTERN VIDARBHA

Dr. Vinod S. Khapne

Associate Professor ,Taywade College, Koradi, Nagpur.



ABSTRACT

The present study attempted to find out the current scenario of Human Resource development of NAAC accredited educational institutes in Eastern Vidarbha Region. This will enable to find out scope for improvement of HRD policies of NAAC accredited educational institutions. This will help in improving the quality of education provided by these institutions to their students. Thus, this study is significant for improvement and betterment of educational quality of educational institutions in Eastern Vidarbha region of Maharashtra.

KEYWORDS: Human Resource development , HRD policies , educational quality.

INTRODUCTION

Educational institutions are essentially service providers but they are also work places for their employees. So, educational institutions cannot remain unaffected by the changes taking place world over. Education is today looked on as a business world over, including India and the competition is getting stiff. In this competitive scenario, management of human resources in universities is just as challenging as it is in any other organization. The human resource management strategies of an organization influence the way in which its employees work as well as how the organization itself works. Higher Education Institutions undergo fundamental changes due to globalization, growing competition for funding and staff as well as increasing institutional autonomy. These changes are linked to new responsibilities requiring greater managerial and leadership competences. Despite the high expenditures of higher education institutions on their staff a systematic application of strategic planning, managing and developing of human resources is only poorly established.

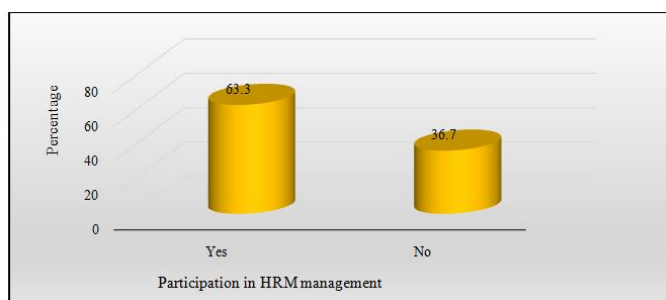
HRD activities strive towards activities that advance staff member's competencies so they have the skills to assume tasks aligned with the strategic direction of the university. If the strategic direction is not clear or HRD activities are not in alignment with the strategy, HRD activities become inefficient and useless, even if they are excellent. Therefore, it is crucial to understand the role of higher education and the current flow of their change to figure out what role career development should play in educational institutions.

Educational institutions are by their very nature institutions for HRD since they teach students and scientific employees, and lectures in each discipline can be related to individual skills. This strongly implies that all the contents in HEIs can be related to individual skills and HRD. Moreover, in the changing world of work, the distinction between academic and vocational/practical work becomes blurred.

Table 1: Information regarding participation of teaching staff in HRM management of institute

Participation in HRM management	Frequency	Percent
Yes	95	63.3
No	55	36.7
Total	150	100.0
Chi Square Value	11.940	
Degrees of Freedom (df)	1	
Significance	0.001	

Table 1 illustrates information regarding participation of teaching staff in HRM management of institute. It is evident from the information that 63.3% teaching staff have participated in HRM management of their institute. Furthermore, 36.7% teaching staff have not participated in HRM management of their institute. The chi square statistics shows that at df 1 and significant level 0.000 the chi square value is 11.940, which means that there is significant difference in participation of teaching staff in HRM management, high percentage of teaching staff participate in HRM management of their institute.

**Fig. 1: Information regarding participation of teaching staff in HRM management of institute****Table 2: Information pertaining to areas of management in which teaching staff participated**

Areas of Participation in Management	Frequency	Percent
Policy Determination	32	33.7
Job Planning	21	22.1
Wage Fixation	30	31.6
Administration management	35	36.8
Fixation	24	25.3
Targets or Goals	12	12.6

Table 2 illustrates information pertaining to areas of management in which teaching staff participated. It is evident from the information that 33.7% teaching staff have participated in policy determination, while 22.1% teaching staff have participated in job planning. Furthermore, 31.6% and 36.8% teaching staff have participated in wage fixation and administration management. Furthermore, 25.3% and 12.6% teaching staff have participated in fixation and targets or goals respectively. High percentage of teaching staff have participated in administration management and policy determination.

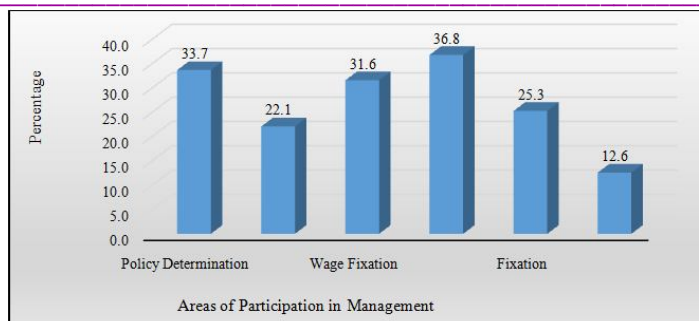


Fig. 2: Information pertaining to areas of management in which teaching staff participated

Table 3: Opinion of teaching staff regarding satisfaction with HRM Department or Committee and its work procedure

Satisfaction with HRM Department or Committee	Frequency	Percent
Yes	114	76.0
No	36	24.0
Total	150	100.0
Chi Square Value	78.125	
Degrees of Freedom (df)	1	
Significance	0.000	

Table 3 illustrates opinion of teaching staff regarding satisfaction with HRM Department or Committee and its work procedure. It is evident from the information that 76.0% teaching staff are satisfied with the HRM Department or Committee and its work procedure. Furthermore, 24.0% teaching staff are not satisfied with the HRM Department or Committee and its work procedure. The chi square statistics shows that at df 1 and significant level 0.000 the chi square value is 78.125, which means that there is significant difference in satisfaction of the teaching staff with the HRM Department or Committee and its work procedure, high percentage of teaching staff are satisfied with the HRM Department or Committee and its work procedure.

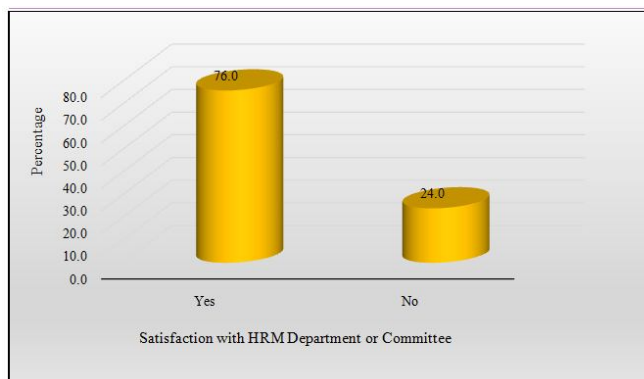
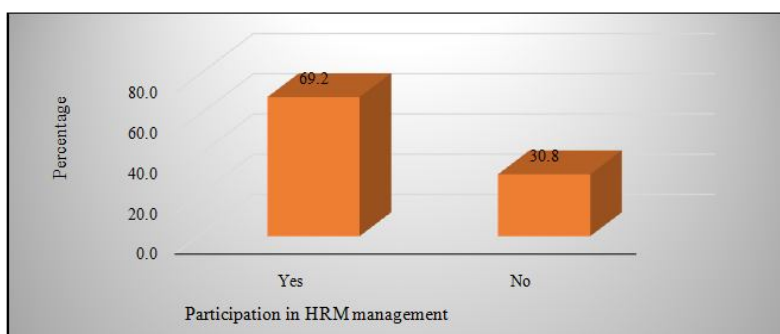


Fig. 3: Opinion of teaching staff regarding satisfaction with HRM Department or Committee and its work procedure

Table 4: Information regarding participation of non-teaching staff in HRM management of institute

Participation in HRM management	Frequency	Percent
Yes	83	69.2
No	37	30.8
Total	120	100.0
Chi Square Value	17.633	
Degrees of Freedom (df)	1	
Significance	0.000	

Table 4 illustrates information regarding participation of non-teaching staff in HRM management of institute. It is evident from the information that 69.2% non-teaching staff have participated in HRM management of their institute. Furthermore, 30.8% non-teaching staff have not participated in HRM management of their institute. The chi square statistics shows that at df 1 and significant level 0.000 the chi square value is 17.633, which means that there is significant difference in participation of teaching staff in HRM management, high percentage of non-teaching staff participate in HRM management of their institute.

**Fig. 4: Information regarding participation of non-teaching staff in HRM management of institute****Table 5: Information pertaining to areas of management in which non-teaching staff participated**

Areas of Participation in Management	Frequency	Percent
Policy Determination	11	9.2
Job Planning	21	17.5
Wage Fixation	32	26.7
Administration management	86	71.7
Fixation	13	10.8
Targets or Goals	51	42.5

Table 5 illustrates information pertaining to areas of management in which teaching staff participated. It is evident from the information that 9.2% non-teaching staff have participated in policy determination, while 17.5% non-teaching staff have participated in job planning. Furthermore, 26.7% and 71.7% non-teaching staff have participated in wage fixation and administration management. Furthermore, 10.8% and 42.5% non-teaching staff have participated in fixation and targets or goals respectively. High percentage of non-teaching staff have participated in administration management.



Fig. 5: Information pertaining to areas of management in which non-teaching staff participated

CONCLUSION

Teaching and non-teaching staff participate in HRM management of their institute. It is evident from result (Table 1) that significantly (Chi Square- 11.940; df-1; $p < 0.05$) high percentage (63.3%) of teaching staff participate in HRM management of their institute. Table 4 also illustrates that significantly (Chi Square- 17.633; df-1; $p < 0.05$) high percentage (69.2%) of non-teaching staff participate in HRM management of their institute. On the basis of these results above.

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