

ORIGINAL ARTICLE



AN ANALYTICAL STUDY OF HIGHER EDUCATIONAL MANAGEMENT POLICY IN THE STATE OF MAHARASHTRA: A CASE OF RECENT DEVELOPMENT OF HUMAN RESOURCE MANAGEMENT POLICIES IN HIGHER EDUCATION OF MAHARASHTRA STATE

Dhanendra K. Dubey¹ and Dr. S. B. Ingle²

¹Researcher , Smt. P.G. Daga Girls College, Raipur.

²Supervisor , R.S. Mundle Dharampeth Arts and Commerce College, Nagpur.

ABSTRACT:-

In this research paper the Researcher focus on recent development of Human Resource Management practices in higher education in India. This will enable to find out scope for improvement of HRD policies of higher educational institutions in state of Maharashtra. This will help in improving the Human resource policies provided by these institutions to their employees. Thus, this study is significant for improvement and betterment of Human resource policies in educational institutions in state of Maharashtra.

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.

HRM 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 HRM activities are not in alignment with the strategy, HRM 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 HRM 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 HRM. Moreover, in the changing world of work, the distinction between academic and vocational/practical work becomes blurred.

Table1: Information pertaining to availability of separate human resource management department or committee at institution

Availability of Separate HRM department or committee	Frequency	Percent
Yes	79	53.3
No	70	46.7
Total	150	100
Chi Square Value	0.007	
Degrees of Freedom (df)	1	
Significance	0.932 (NS)	

Table 1 illustrates information pertaining to view of employees working at colleges regarding availability of separate human resource management department or committee at institution. It is evident from the information that according to 53.3% employees separate human resource management department or committee is available at the institution, followed by separate human resource management department or committee not available at the institution (46.7%). The chi square statistics shows that at df 1 and significant level 0.932 the chi square value is 0.007, which means that there is no significant difference in awareness of employees working at colleges regarding availability of separate human resource management department or committee at institution, separate human resource management department or committee is available at most of the institution.

Table 2: Opinion of employees 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 2 illustrates opinion of employees regarding satisfaction with HRM Department or Committee and its work procedure. It is evident from the information that 76.0% employees are satisfied with the HRM Department or Committee and its work procedure. Furthermore, 24.0% employees 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 employees 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.

Table 3: Opinion of employees regarding adverse effect on role of the work due to human relation and management

Human Relations and Management affect adversely by the role of the work	Frequency	Percent
Yes	85	56.7
No	65	43.3
Total	150	100.0
Chi Square Value	3.226	
Degrees of Freedom (df)	1	
Significance	0.072 (NS)	

Table 3 illustrates opinion of employees regarding adverse effect on role of the work due to human relation and management. It is evident from the information that according to 56.7% employees' human relation and management adversely affects the role of the work. Furthermore, 43.3% teaching staff said that human relation and management do not affect the role of the work. The chi square statistics shows that at df 1 and significant level 0.000 the chi square value is 3.226, which means that there is no significant difference in effect on role of the work due to human relation and management, high percentage of employees felt adverse effect on role of the work due to human relation and management.

CONCLUSION:-

Separate human resource management department or committee is available at most of the institution. Employees feel that training helps to increase the motivation level of employees. Employees feel that training enables employees more productive. Employees feel that management gives importance to strategic training. Employees feel that training and development practices support educational goals of the organization. Employees feel that training practices help the organization reduce the costs of human resource. They feel that management use new technologies for training. They feel that management introduce developmental methods for training the employees. Human resource practices help them in improving their carrier. Training course include the special challenges faced by managers and or officers.

REFERENCES:-

1. Csizmadia, T., Enders, J., & Westerheijden, D. F. (2008). Quality management in hungarian higher education: Organizational responses to governmental policy. *Higher Education*, 56(4), 439-455.
2. Dulebohn, J. H., Ferris G. R & Stodd J. T. (1995). The history and evolution of human resource management. In *Handbook of Human Management*, Ferris, G. R. Rosen, S. D. and Barnum, D. T. Eds. Blackwell Publishers
3. Ehrlich, C.J. (1997). Human resource management: A changing script for a changing world. *Human Resource Management*, 36 (1), 85-89.
4. Green, K., Wu, C., Dwayne, W. & Medin, B. (2006). The impact of strategic human resource on firm performance and HR professional work attitudes and work performance. *International Journal of Human Resource Management*, 17(4), 559-579.
5. Jamrog, J.J. & Overholt, M. H. (2004). Building a strategic HR function continuing the evolution. *Human Resource Planning*. 27, (1), 51-62.
6. Kleiman, L. (2000). Human resource management: A managerial tool for competitive advantage. U.S.A.: Prentice Hall.
7. Lee, D. (2005). Hiring the best teachers: Gaining a competitive edge in the teacher recruitment process. *Public Personnel Management*, 34(3), 263-269.
8. Noe, R., Hollenbeck, J., Gerhart, B. & Wright, P. (2004). *Human resource management: Gaining a competitive advantage*. Boston: Irwin McGraw Hill.
9. Patrick, M. & Hartmann, L. (2001). Human resource management in Australia: Prospects for the twenty-first century," *International Journal of Manpower*, 22, (3), 198-206,
10. Shahzad, K., Bashir, S., & Ramay, M. I. (2008). Impact of HR Practices on Perceived Performance of University Teachers in Pakistan. *International Review of Business Research Papers*, 4(2), 302-315.
11. Yeung A. & Brockbank, W. (1994). Lower cost, higher value: Human resource function in transformation. *Human Resource Planning*, 17(3), 1-16.