A Study on Human Resource Management and the Outcomes of HRM Practices in Educational Institutions with Special Reference to K.K. District

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Abstract – Several terms have been used by various management thinkers to represent human resources. Human resources are multi-dimensional in nature. People working in an organization have different needs at different times. These needs may physiological, Social or Psychological .Human resources management means employing people, developing their resources, utilizing, maintain and compensating their service in tune with the job and organizational requirements with a view to contribute to the goals of the organization, individual and the society.

Index Terms – Human resources management, Institutional goals, job Satisfaction.

1. INTRODUCTION

Human Resources perform a pivotal role in achieving the institutional goals. Human resource practitioners agree that performance of employees is the key to the success of an institution. The better the employees perform, the more successful the institution is. If an institution does not focus on its human resource management, not only the goals remain unaccomplished but work performance also suffers Therefore, administration must take its human resource management responsibilities seriously for the enhancement of their employees' performance and accomplishment of institutional goals.

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."

REVIEW OF THE LITERATURE

Gruman and Saks (2011) mentioned that the performance appraisal evaluates the individual overall contribution to the organisation through assessment of his internal characteristics, work performance and his capability to pursue higher position in organisations.

Webster, et al., (2011) studies how work stressors can result in role ambiguity, and conflict, and subsequently causing increased job dissatisfaction and turnover. It is mentioned that the role ambiguity and conflict result in work stress which affect the performance of the employees.

Molefe (2010) studied the performance of lectures with the help of their subject mastery, testing and student – lecturer relation, organisational skills, communication skills, subject relevance and utility of assignment.

Boselie et al., (2005) found the significant impact of HRM practices on the organisational effectiveness and better performance among the faculties.

Robbins et al., (2007) concluded that effective recruitment and selection is connected with employee satisfaction, motivation and commitment and thus leading to enhanced productivity.

Khan et al., (2012) found that male university teachers are more satisfied with their job but female teachers are more satisfied with the HRM practices of universities Pakistan. Public Sector University teacher are more satisfied and found direct relationship in length of experience and job satisfaction. HR practices have positive correlation with job satisfaction.

Williams et al., (2011) found that if employees are satisfied with how the company operates and communicates its compensation policies, they remained committed to the organisatin. Further more, an organisation reward system can affect the performance of the employee and their desire to remain employed.

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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

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

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.

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 various outcomes of Human Resource Management practices at the colleges. The sampled faculties are divided into male and female faculties.

OBJECTIVES OF THE STUDY

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

1. To measure the level of existence of HRM systems at the colleges;

2. To measure the various outcomes of HRM practices at the colleges;

3. To reveal the suggestions and conclusion

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.

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

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.

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 up to 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

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 groups among the male and female faculties are 35 to 45 years and up to 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.

Level of Various Consequences of HRM Practices at the Colleges

The included consequences in the present study are job satisfaction, reduction of job stress, organizational climate, performance of faculties and organizational commitment. The above said factors have been measured with the help of related variables. The faculties view on above said consequences have been measured with the help of its mean score. These have been measured among the male and female faculties separately. Regarding the existence of consequences of HRM practices,

the significant difference among the male and female faculties have been examined with the help of 't' test. The results are shown in Table 5.40.

TABLE 5.40

Level on various Consequences of HRM Practices at the Colleges

Sl.No.	Consequences of HRM Practices	Mean score among Faculties		't' statistics
		Male	Female	
1.	Job Satisfaction	2.5396	2.9917	-2.4517*
2.	Reduction of Job stress	3.9048	3.2538	2.9019*
3.	Organizational climate	2.3555	2.8746	-2.5086*
4.	Performance of Faculties	2.5384	3.1845	-2.7919*
5.	Organizational commitment	2.3872	2.7422	-2.0419*

* Significant at five percent level

The highly perceived consequence of HRM practices among the male faculties are job stress and job satisfaction since the mean score are 3.9048 and 2.5396 respectively. Among the female faculties, it is reduction of job stress and performance of faculties with the mean score of 3.2538 and 2.8917 respectively. Regarding the view on the consequences of HRM practices, the significant difference among the male and female faculties have been noticed in the case of job satisfaction, job stress, performance of faculties, organizational climate and organizational commitment since their respective 't' statistics are significant at five percent level.

Discriminant Consequences among the Male and Female Faculties

It is imperative to identify the important discriminant consequences among the male and female faculties at colleges for some policy implications. The two group discriminant analyses have been administered to estimate the discriminant coefficients. Initially, the mean differences and its statistical significance and Wilks Lambda have been computed and shown in Table.

Mean Differences and Discriminant Power of Consequences of HRM Practices among the Male and Female Faculties

Sl. No.	Consequences of HRM Practices	Mean score among faculties		Mean differences	't' statistics	Wilks Lambda
		Male	Female			
1.	Job satisfaction	2.5396	2.9917	-0.4521	-2.4517	0.1899
2.	Reduction of Job stress	3.9048	3.2538	0.6510	2.9019*	0.1045
3.	Organisational climate	2.3555	2.8746	-0.5191	-2.5086*	0.1732
4.	Performance of faculties	2.5384	3.1845	-0.6461	-2.7919*	0.1948
5.	Organisational commitment	2.3872	2.7422	-0.3550	-2.0419*	0.2149

* Significant at five percent level.

The significant mean differences are noticed in the case of job satisfaction, reduction of job stress, organisational climate, performance of faculties and organisational commitment since their respective 't' statistics are significant at five percent level. The higher mean differences are noticed in the case of job stress and performance of faculties since these are 0.6510 and -0.6461 respectively. The higher discriminant power is noticed in the case of reduction of job stress and firms performance since its Wilk's Lambda are 0.1045 and 0.1399 respectively. The significant consequences of HRM practices have been included to estimate the two group discriminant analysis. The unstandardized procedure has been followed to estimate the function. The estimated function is:

$$Z = -0.7378 - 0.2887 X_1 + 0.0776 X_2 - 0.1777 X_3 - 0.1933 X_5 - 0.1888 X_6$$

The relative contribution of each consequences in TDS is computed by the product of discriminant co-efficient and the mean differences of the respective consequences. The results are shown in Table.

Relative Contribution of Consequences in Total Discriminant Score (TDS)

Sl.No.	Consequences of HRM Practices	Discriminant co-efficient	Mean differences	Produc	Relative contribution in TDS
1.	Job satisfaction	-0.2887	-0.4521	0.1305	25.65
2.	Reduction Job stress	0.0776	0.6510	0.0505	9.93
3.	Organisational climate	-0.1779	-0.5191	0.0923	18.14
4.	Performance of faculties	-0.1993	-0.6461	0.1287	25.29
5.	Organisational commitment	-0.1888	-0.5657	0.1067	20.99
	Total			0.5087	100.00

Percent of cases correctly classified: 78.84.

The higher discriminant co-efficient are noticed in the case of job satisfaction and performance of faculties since their respective co-efficient are -0.2887 and -0.1993. It shows the higher influence of abovesaid two consequences in the discriminant function. The higher relative contribution of consequences in TDS is identified in the case of job satisfaction and performance of faculties since this relative contributions are 25.65 and 25.29 percent respectively. The estimated two group discriminate function correctly classifies the cases to an extent of 78.84 percent. The analysis reveals that the important discriminate consequences among the male and female faculties are job satisfaction and performance of faculties which are higher among the female faculties than that among the male faculties.

CONCLUSIONS

The significantly and positively influencing HRM practices on the organisational commitment among the male faculties are induction, recruitment and selection, supervisor support and employer-employee relationship practices whereas among the female faculties, these are induction, retentions, communication, human resource planning, recruitment and selection, motivation, labour welfare, supervisor support, employer-employee and performance appraisal practices. The rate of impact of HRM practices on the organisational commitment among the female faculties compared to the male faculties.

The direct effect of retention, training and development, motivation and labour welfare practices on the faculties performance are seen among the faculties. At the same time, the indirect effect on faculties performance are seen in the case of implementation of retention, communication, human resource planning, recruitment and selection, training and development, motivation, labour welfare, performance appraisal and HRD practices. It indicates the significant moderate role of job satisfaction in between the implementation of HRM practices and the faculties performance.

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