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CHAPTER – III
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3.1 INTRODUCTION

Scanning the related literature enables the researcher to acquire up-to-date information in the chosen area of study. A literature review is a body of a text that aims to review the critical points of current knowledge and or methodological approaches on a particular topic. Literature reviews are secondary sources and most often associated with academic-oriented literature such as theses. A literature review usually precedes a research proposal and result section. Its ultimate goal is to bring the reader up-to-date with current literature on a topic and forms the basis for another goal, such as future research that may be needed in the area. A well-structured literature review is characterized by a logical flow of ideas, current and relevant references with consistent, appropriate referencing style, proper use of terminology and an unbiased and comprehensive view of the previous research on the topic.

The University of Wisconsin defines literature review as a “Critical analysis of a segment of a published body of knowledge through summary, classification and comparison of prior research studies, reviews of literature and theoretical articles”.

In the words of Merriam (1998), “An investigator who ignores prior research and theory has the chances of pursuing a trivial problem of duplication of a study already done, or repeating others’ mistakes. The goal research contributing to the knowledge base of the field may then, never be realized”.

The creation of a literature review is one of the most difficult and important tasks faced by the researchers. It requires the culmination of many skills including library research, logical arrangement of information and scientific research. Thus, the role of a good literature review is to find and present the pertinent work from the literature in a logical, organized manner and
to bring the reader as up-to-date as possible. A survey of literature aims at serving the following purposes:

i) To explain or briefly describe the work that has been reported on a topic or field.

ii) To generate ideas, theories, explanations or hypotheses valuable in formulating the problem.

iii) To suggest methods of research appropriate to the problem.

iv) To show whether the evidence already available solves the problem adequately without further investigations and thus to avoid the risk of duplication.

v) To locate comparative data useful in the interpretation of results.

vi) To contribute to the general scholarship of the investigator.

3.2 ORGANIZATION OF THE REVIEW OF LITERATURE

In order to gain conceptual clarity of the variables involved in the study and to formulate needed hypotheses for the study, an attempt was made to survey a number of publications such as research journals, research theses, dissertations, relevant books, periodicals, magazines, online research sources and encyclopedias. The research studies reviewed were the investigations carried out in India and abroad. The review of literature for the present study has been arranged as follows:

**England** (1967) surveyed organizational goals as expressed by American managers. He found that managers rated a variety of goals, including ‘organizational efficiency’, ‘high proficiency’, ‘profit maximization’ and ‘organizational growth’ which are highly important and significant for organizational growth.

**Lawarance and Lorsch** (1967) suggest that if the organization is making more efficient transactions with its environment and at the same time people within the organization are satisfied and are able to contribute to its efficiency, then the organization is effectively performing.
Child (1973) found that decentralization of decision making process was indirectly controlled by means of devices like formalization and standardization of procedures.

Similarly Reimann and Negandhi (1975) have shown that relatively effective organizations tend to expand their bureaucratic control mechanism in keeping with the needs of these controls brought about by increasing decentralization.

Frahlich (1981) determined to find out the discrepancy between what staff development participants believe and contribute to a desired teacher in-service education program and what is actually considered when designing the program. He attempted to obtain data which have a direct effect in planning and developing more effective staff development programs. Recommendations were: (1) Needs assessments should be administered to all teachers, administrators, and district personnel involved in staff development programs and the results should be utilized in the designing and conducting of staff development programs. (2) Evaluation should be administered periodically to assess whether staff development programs are meeting the needs of teachers. (3) Teachers should be informed and nurtured in the awareness that the student population has changed in the last 10 years. (4) Adequate research should be continued and accelerated as to how students learn and how teachers can be effective in current classroom situations. (5) Assistance should be provided to teachers in assessing, diagnosing, and expressing teaching needs and concerns.

Masland (1982) compares and contrasts the cases, and highlights similarities and trends among them. The cases illustrate the influence of organizational structure on computer use. Personnel, facilities, and allocation policy affect how campuses use computer resources. The role of organizational culture is also apparent. Each institution's saga, values, beliefs, and history, influence computer use. Culture can support computing and enhance its development, or culture can frustrate efforts. Generalizations drawn from the cases suggest how colleges and universities might apply the research.
Tirrell and Cowell (1982) view that Human Resource Development activities should be an integral part of successful management and the top management should place its key emphasis on the Human Resource Development functions for successful management of the organizations by way of integrating the Human Resource Development functions with the management’s overall plans and objectives. Any organization is serious about increasing productivity and profitability, must carefully integrate the Human Resource Development functions with the overall plans and objectives.

Fieldman (1984) measured the teaching quality and evaluated the students’ learning experiences and found that the students’ choice of selecting the institution was based on the teaching quality of the institution.

Mahoney and Deckop (1986) described a shift from a human relations focus on people to a focus on people as resources in an organization. They also describe shifts from administration to management, human relations to organizational effectiveness and individual work to team work.

Smith and Candy (1987) examine whether 4-year colleges and universities in Texas are practising strategic human resource management and, if so, to what extent. The findings were that very few institutions of higher education in Texas (9%) have a strategic human resource plan. Although as many as 75% of the respondents noted the importance of some elements of strategic human resource management, few practiced the elements on a frequent basis. There were differences in the use of strategic human resource elements based on size and type (public or independent) of the institution and on position of the respondent (vice-president for academic affairs or director of personnel). Although there have been changes in personnel policies at a number of institutions in the past two years, the data do not suggest that this is a movement toward a more strategic approach.

Starr (1987) studied the importance of teaching within public, comprehensive institutions as perceived by professors, associate professors, and assistant professors, and as supported by institutions. Results indicate that
faculty perceptions about teaching on their campus do not vary significantly according to the institution's public statement. However, data indicated that perceptions of the importance of teaching are positively related to faculty rank, with statistically significant differences in perception between professors and associate professors. Rank was statistically significant when faculty members were asked about the importance of teaching for rewards (defined as promotion and/or tenure). Moreover, professors ranked teaching as a first or second choice human resource in importance for promotion and tenure than did either associate or assistant professors. For all faculty, 52.8% ranked teaching as the most important activity for promotion; 65.1% ranked teaching as most important for tenure.

**Uren and William Hodges** (1987) studied the guidelines for the establishment of an open organizational climate at technical colleges in the Republic of South Africa. The results obtained using a questionnaire show that the average atmosphere portrayed by the five technical colleges where the climate was measured is a relatively open one, but that there is a room for improvement. Finally, trained educational managers are recommended and guidelines formulated, which the educational manager can adopt to establish an open organizational climate.

**Chandola and Lata** (1988) made an attempt to review the literature on organizational climate in educational institutions and the problem of effectiveness of the organization in relation to intellectual climate, achievement and quality of educational and impulse control. They found each institution had a unique organizational climate of its own and the quality of organizational climate varied directly in proportion to the quality of leadership and motivation it had. The OCI factors were intellectual climate, achievement of students, personal dignity, organizational effectiveness, orderliness and impulse control.

**Singh** (1988) studied the organizational climate and its relationship with teacher’s self-concept, attitude and some other characteristics of the colleges of Gorakhpur University. The open climate generated a higher
degree of conformity in the teachers while closed climate caused a low degree of conformity. In the closed type of climate the level of the anxiety of the teachers was high. Organizational climate was significantly related to teacher’s attitude. The open climate was found to lead to more positive attitude and the closed climate to a less positive attitude in the college teachers. The college climate was not found to be different between urban and rural colleges, UG and PG colleges, private and government colleges and professional and non-professional colleges.

Bami (1989) views that only an integrated HRD strategy with an innovative blend of various components has a composite impact on the organizational endeavor to achieve excellence. Each component of HRD has its own contribution towards increase of productivity and profitability in any organization.

Bau (1989) identified the characteristics of selected staff development practices that are perceived by teachers to be effective in assisting them in the improvement of classroom instruction. He found that workshops, staff meetings, and lectures were used more frequently than any other type of selected staff development practices. Most of the useful programs were scheduled during school hours and lasted from two to five days. Methods and specific subject area were both ranked high in the rankings of the topics of the programs. Teacher planned programs were not indicated to be more effective than those planned by others. Released time from school was the type of compensation most frequently used. The most frequent sponsors of the programs were found to be school districts, but teachers, professional consultants, and college and university personnel were shown to have presented the programs most frequently. Most of the selected staff development programs were held locally, that is, within twenty-five miles, and for a majority of the programs, there was no follow-up done in the districts. Level of teaching and amount of education do at times influence how the practices were ranked.

Dayal (1989) argues that HRD is important to the growth of the organization and is a good investment for the future. He points out that HRD is
not an isolated exercise and HRD should be taken up as a part of several other programmes to improve organizational performance.

**Dhulia and Usha** (1989) studied the role of administrative style, teachers’ job satisfaction and students’ instructional perception in determining the nature of school climate. The finding showed that the school climate was identified to be positively and significantly correlated with different types of administrative styles.

**Ramanathan** (1989) views that the objective of any HRD system and process is to build a proactive organization and creates an ‘enabling’ environment that seeks not to respond or react to change but to create change and dynamism. He believes that the thrust of HRD is therefore on creating ‘People Building Organization’ as opposed to ‘People Making Organization’.

**Roback** (1989), based on Human Resource Management (HRM) and Human Resource Development (HRD) environment points out a clear linkage between individual learning and organizational development.

**Shepherd** (1989) considers that training is one of the elements that is very essential in a constantly changing business environment. He identifies three training routes to greater organizational development. They are (i) to make the best use of advanced technology (ii) to assist the introduction of new working practices and (iii) reinforce attempts to change an organization culture.

**Templer** (1989) suggests that if HRM is to increase its stature and to be recognized as a direct influence on the effectiveness of an organization the specific organizational impact of HRM practices has to be demonstrated. He says that the kind of organization likely to be judged effective is characterized by employees who work well together, both at the departmental and organization level, and by a management team that communicates with employees and has a concern for them.

**Ramsken** (1991) studied the important performance indicators to measure the teaching quality in higher education through questionnaire method
and concluded that the teachers’ research experience and the teaching methodology they adopt are the important performance indicators.

Hamm (1992) investigated the construct of organizational effectiveness conducted among two-year colleges and sought to discover relationships between effectiveness and organizational culture and organizational-level decision-making. Findings indicated that faculty and administrators were found to judge the effectiveness of their colleges differently on non-academic dimensions. The most useful culture type appears to be adhocracy as it relates positively to the two-year college domains of student development and external connections. Six decision-making styles were investigated in relation to the effectiveness scales. The rational style of decision-making was found to positively relate to all the three of the two-year college effectiveness domains. Management strategies for two-year colleges, based upon the findings, are offered.

Shube and Gejegeje (1992) evaluated the organizational climate as a managerial variable in secondary schools. The empirical research results reveal that principals are unsupportive of their teachers. Teachers, on the other hand, are friendly with their students but are not committed to their success.

Agarwala (1993) considered HRD to be a beautiful idea with great promise of enriching the work life in an organization which aims to link productivity and a sense of personal fulfillment.

Johnson (1993) investigated that what staff development concepts educators felt were important and if these educators felt these concepts were offered in their districts. A secondary purpose was to assess if the variables of gender, years of service, being an elementary or secondary educator, and if being a teacher, administrator or another type of professional educator had a significant differences on attitudes about the importance and/or provision of staff development principles. Also assessed was whether having a full time staff development person had any relevance on how the professional staff perceived their staff development programs. The following questions were answered by
Johnson as a result of his study: (1) what staff development concepts do educators feel are important? (2) Are these important concepts being offered as part of the school districts' staff development programs? (3) Do the different variables make a significant difference in how educators perceive their staff development programs? (4) Is there a difference in the attitudes of educators today and teachers in the early 1970s concerning the importance of staff development principles?

Sharma and Sharma (1993) emphasize that human resource development is needed by an organization that wants to be dynamic and growth oriented or to succeed in a fast changing environment. It is considered that these targets can only be achieved through the efforts and competencies of HRs.

Johnson et al. (1994) found that attitudes concerning workload, team work, training and development, satisfaction with the job and satisfaction with the company were related to customer satisfaction.

Terpstra (1994) suggests that Human Resource Management practices can enhance Organizational Climate and points out that researchers have found that an organization that employs these HRM practices are more profitable than those that do not.

Vittal (1994) looks at the man – man interface of the service sector where service consists almost exclusively of interaction between human beings; the role of HRD becomes virtually synonyms with improved services.

Macduffie (1995) (cited by Pfeffer, 1998) observes that innovative HR practices are likely to contribute to improved economic performance. When employees possess knowledge and skills, they are motivated to apply their skills and knowledge through discretionary effect and when employees contribute to such an effort.

Schmit and Allscheid (1995) found the customer satisfaction and perceptions of service quality were significantly related to the measure of employee attitudes about the fairness of pay, whether management was
concerned about welfare and treat people fairly and whether supervisors encouraged an open and participative work environment.

Tam and Cheng (1996) argue that in the resource – input model of education, quality can be adopted by the administrators of tertiary institutions to evaluate perceived service quality; there is a lack of empirical testing in the existing literature to support this contention. This has created a gap in the literature and will be further explored.

Athiyaman (1997) stated that student satisfaction has been related to recruitment, retention and academic success which has led higher education administrators to pay great attention to attract students and create a supportive learning environment.

Cheng and Tam (1997) describe that it would be more appropriate to define education quality based on the criteria that the stakeholders used to judge the quality, and also to consider the competing views when accessing the education quality and further defines the education quality as “the character of the set of elements input, process and output of education system that provides services that completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectations”. They further emphasized the importance of defining characteristics of the quality for the measurement of education process. The seven models of education quality proposed by them to evaluate the concept of education are (i) Goal and specific model (ii) Resource - input model (iii) Process model (iv) Satisfaction model (v) Legitimacy model (vi) Absence of problem model and (vii) Organizational learning model.

Joseph (1997) stresses that the central theme in the HRD approach is the development of work groups and the emphasis has shifted from “maximization of performance” and “compensation creation” towards “employee potential awareness creation” and “employee potential realization”.

Laabs (1997) proposes that HRD’s new mission is to provide leadership and support to management by developing, integrating and
implementing HR strategies that maximize employee and organizational effectiveness.

Le Blane and Nguyen (1997) emphasize on the reputation as a factor as it is closely related to management capacity to foster an organizational climate in serving the needs of its students and to enhance the image of the higher education institutions.

Nair (1997) focused on the improvement in work culture in the organization in terms of commitment and motivation of people and their capacity/willingness to work together to fully exploit the strengths of the organization. It is concluded that commitment and motivation lead to improvement of work.

Raman (1997) lists the main HRD aims as to create a climate of openness and trust, to build a collaborative culture, to promote human capabilities and competencies, to bring about the integration of the individual and organization goals and improve quality of life. He stresses that introducing HRD in organizations contributes to total effectiveness in organizations.

Rao (1997) discusses how other things being the same an organization has competent, satisfied, committed and dynamic people is likely to do better than an organization that scores low on these HRD outcome variables. Similarly favourable HRD climate and better organizational effectiveness do show positive organizational relationship.

Sachdeva and Arora (1997) discuss on how HRD paves the way for improving employee relation with respect to Eicher Motor and discusses how Eicher’s integration HRD system played a significant role in employee relations climate and hence organizational effectiveness.

Sambamurthy (1997) discusses the formalization of the people oriented processes at Sundaram Fastners. Some of the key issues that HRD looks at to strengthen and organization process are structure, job responsibility, manpower planning, performance appraisal, training and development and organizational developmental surveys.
Yeung and Berman (1997) pointed out that HR practices can play three major roles namely (i) building critical organizational capabilities (ii) enhancing employee satisfaction and (iii) improving customer and stakeholder satisfaction.

Hayat (1998) conducted a study on organizational climate, job satisfaction and classroom performance of college teachers. He found that age, qualifications, staff size, length of service and stay in college were significantly correlated with job satisfaction of teachers in open and autonomous climates. He found open climate in majority of colleges.

Pfeffer (1998) presents an argument to show the relationship between HRM practices and the performance of the firm as follows:

* Performance increases because people work harder.
* People put in effort and show greater commitment if their effort is related to compensation.
* High commitment to work serves direct and indirect costs of labour.
* Training, job rotation and such other practices help people to work smarter.
* Motivated employees save a variety of administrative cost including the cost of management, thus reflecting in profits.

Justin and Ray (1999) identified the role expectations, reporting hierarchy, years in role and trends in human resource development as reported by the persons responsible for human resource development in large public universities within the Southern Regional Education Board (SREB) geographic area. The study states that there is a determination that an inconsistency exists in strategic utilization of the human resource development function among the institutions surveyed, and recognition by the respondents that a continued shift in role emphasis must occur to meet changing institutional needs. This study provides baseline data from which to assess the role of HRD in higher education
and seeks to add to minimal existing research on how to utilize human resource development to improve effectiveness of large public universities.

Zellars (1999) points out that the importance of HR managers’ perceptions of organizational effectiveness may gain importance as organizations continue to strengthen the link between Human Resource Management and strategic planning.

Browne (2000) studied the utility of the healthy work organization concept in identifying HRM practices that simultaneously correlate with macro level measures of organizational outcomes and micro level measures of employee well being (employee job stress and job satisfaction). He concluded that the HRM practices hold promise for enhancing employee job satisfaction and for preventing work–related stress while simultaneously promoting organizational outcomes.

Bulach et al. (2000) investigated supervisory behaviours that affect school climate and found that teachers should be trusted and involved in the decision making process. Their research indicated strongly that principals need to listen to their teachers.

Hall and Hord (2001) state that a frequent problem for teachers who are expected to implement new practices is that they are not clear about what they are being asked to do. The relationships that are developed between the principal and 37 teachers during this process, help strengthen the overall climate within the organization.

Wheeler and Steve (2001) examined the changing role of teachers in the use of educational information and communication technologies. This study explored the effects of ICT on teaching and learning, the changing role of the teachers in constructivist learning environment and new skills may be expected to acquire in order to make fruitful use of new technologies.

Cooper (2002) described the common behaviors and practices of "outstanding" Chicago Public School principals and administrators to foster a culture of continuous professional development focused on improving the
quality of teaching and learning', how "outstanding" CPS principals promote teacher leadership through professional development and to determine whether the 24 National Staff Development Council (NSDC) standards for "effective" staff development were reflected in the school improvement plan documents of the schools involved in this study and, if so, to what degree. The implications for principals and school districts interested in using staff development as a strategy to improve teaching and learning are (1) establish norms of collaboration; (2) link staff development to student data; (3) allocate money and time to support staff development; (4) model a commitment to staff development by actively participating in in-services with faculty; and (5) build meaningful connections between home and school.

**Hardricks** (2002) made an attempt to find out (1) how private colleges and universities in the Big XII Conference States are currently utilizing information technology; (2) the level of importance human resources administrators in private colleges and universities in the Big XII Conference States perceived selected factors have on improving the use of information technology; and (3) the level of influence human resources administrators in universities and private colleges and universities in the Big XII Conference States perceived selected factors have on improving the use of information technology at their institutions. The data revealed that all factors were considered to be important for improving IT universities in general and having a positive influence on enhancing IT at their institutions. Based on the discussion and the number of "essential" and "very important" responses, the factors were ranked by the researcher. The five factors that generated the most discussion among administrators are as follows: (1) perceived ease of use; (2) perceived usefulness; (3) level of positive attitude of the user; (4) strategic application of IT within the organization; and (5) effects of organization size on IT use. Areas for additional research were also identified.

**Heine** (2002) compared the cooperative and individual staff development methods for planning lessons with integrated technology. Heine
suggested that (1) all teachers who participated in the training, whether individually or cooperatively were able to develop lesson plans at a higher level of technology implementation and (2) cooperative staff development methods had no advantage over individual staff development methods with respect to teachers' ability to write lessons with integrated technology.

Gunwald and Peterson (2003) conducted a study on faculty involvement, their roles in shaping students and students satisfaction with their faculty and found that where faculty focus in research, student report higher levels of satisfaction.

Greer (2003) examined how central office and campus leadership build capacity to enhance teaching and learning within a school system through staff development. Three research questions guided this study: How does central office instructional staff provide professional development to build district capacity? How do principals build capacity through professional development in their respective schools? How does a select group of teachers perceive professional development in building capacity for classroom instruction? The findings suggest that through the district leadership's focus on students, teachers, and principals, the district has a professional development and capacity-building process in place. Central office instructional staff provides professional development to build district capacity around a student-centered philosophy through the following strategies: commitment, professional development process, alignment of curriculum and instruction, resource allocation, and external partnerships. The principals build capacity through professional development utilizing the following strategies: additional planning time, instructional support, teaming, data analysis, teacher-selected professional development, follow-up support of professional development, and a strong communication process. In general, teachers' perceptions were positive. They acknowledged that the professional development at the campus level is highly student centered and aligned with curriculum and instruction and with
instructional programs. Further, allocation of resources is campus need based. The study also presents implications for practice and future research.

Denson and Barbara (2005) studied teachers’ attitudes towards technology. It was concluded that there was no relationship between teachers’ years of experience in the classroom and teachers perceived levels of technology integration in the classroom. The level of technology integration of teachers who had high technology skill levels affects levels of integration. Teachers’ beliefs about technology did not affect the level of integration of technology into the curriculum. Gender, age and ethnicity did not affect the level of integration. There was a relationship between teachers’ skill levels and their level of integration, in that the higher the skill level was, the more the teacher integrated technology.

Kelley et al. (2005) conducted a survey in 31 elementary schools and the responses suggest that teachers’ views of their principals’ effectiveness as leaders are related to school climate. Leadership behavior has an impact on how reforms are implemented and received in schools, which in turn affects student achievement. When teachers feel that they cannot openly share information with the principal, the climate suggests a lack of trust, which can impact the involvement and dedication of teachers.

Dail et al. (2006) compared the tendency of US and Hong Kong Chinese companies to utilize three alternative human resource management strategies to offset uncertainties in the supply of labor. Data were collected from 158 US and 66 Hong Kong Chinese companies concerning the extent to which these companies engaged in training and development, monitoring and assessment of employee performance, and staffing through an internal labor market. Data were also obtained concerning the uncertainty in the supply of qualified employees. After controlling differences in industries and company size, the results show that, when faced with labor uncertainty, use of the three (HRM) strategies was increased by Hong Kong Chinese companies, but decreased by US companies. This study provides new information about how
cultural differences may play out in business organizations. The results may provide some insight into how competitors in a global market place may react to environmental uncertainties and greater resource dependence. This study fills a need to understand how organizations operating different cultural contexts differ in their reactions to uncertainties in the business environment.

Davis (2006) sought to determine if the use of human resource interventions and training programs for management employees have an effect on employee morale, employee productivity, and operating profits in the organization. The results of the analyses indicated that there was a significant relationship between specific human resource interventions and training programs and employee morale, employee productivity and operating profits. It was recommended that further research be conducted to identify which human resource interventions and training programs for management personnel and hourly employees will assist remaining employees as well as increased employee morale, employee productivity and operating profits.

Anthea and Sandy (2007) aimed to provide a quantitative review of the range and effects of human resource management practices in the North American automotive industry. A total of 14 studies provided data for an employee-level meta-analysis of the relationships comprising high performance work systems in the automotive manufacturing sector. As an extension of research in this context, authors hypothesized that three clusters of organizational practices (work systems, HR policies, and leadership) would be associated with two clusters of employee-level psychosocial outcomes (person-focused, organizational-focused) which, in turn, would be related to employee performance. Findings revealed that work systems and HR policies related to both person-focused (comprising individual job satisfaction, health, self-esteem, and social support) and organization-focused (comprising organizational commitment and perceptions of organizational justice) outcomes. The leadership cluster had a strong association with the person-focused outcomes. Organizational – but not personal-focused outcomes were associated with
employee performance comprising employee effectiveness, self-ratings of performance, turnover and absenteeism. The results from this study provide support for the role of employee-level psychosocial outcomes as mechanisms between HRM practices and employee performance, supporting an idea that is often discussed but rarely tested in the literature. These results need to be tempered by the fact that this meta-analysis was based on a relatively small number of studies in one industrial sector, thereby limiting the generalizability of the model. These data suggest that managing with a high-involvement orientation is associated with positive consequences for individuals and organizations within the automotive industry. The paper is not espousing the view that technologically-focused systems are of little value in manufacturing industries, but rather than taking a more humanistic approach to how they are implemented may benefit all parties involved. This paper provides an empirical review of HRM practices and outcomes in the automotive manufacturing context. The role of leadership in these systems is highlighted. The results offer guidance to researchers and practitioners interested in researching and managing the human side of automobile manufacturing.

Hansman (2007) intended to show, through a systemic review of existing literature, that colleges could benefit from adoption of leadership assessment tools designed to provide quantitative results on leadership characteristics of individuals, and will utilize a survey distributed to college and university- institutional researchers to determine whether the Multifactor Leadership Questionnaire (MLQ) would be beneficial when assessing leadership characteristics, particularly in their relation to assessing leadership characteristics of individuals as part of accreditation self-study reports or site visits or as part of a general program of leadership assessment within colleges and university.

Ilhan Gunbayi (2007) examined the difference in the levels of the variables related to the school climate factors among the teachers. All the teachers reported open climate in relation to the factors of team commitment,
organizational clarity and standards, intimacy and support, autonomy, member conflict, medium climate in relation to the factors of risk and reward.

Joseph (2007) studied through specific research questions focused on HBCU faculty's current use of technology, desire to incorporate new technology, view of organizational support, and potential gender or age differences. Surveys were conducted at five HBCU with established records of leadership in education. Using quantitative statistics, the results showed a strong willingness of HBCU faculty to incorporate new technology. Findings show that faculty members were handicapped by the lack of organizational support, access to computing resources, and availability of technology support staff. The result did not show gender or age differences in the adoption of technology in the classroom. It is recommended for the upgradation of network infrastructures. Sustainable technology-related training and professional development workshops should also be made available to the faculty members. These initiatives could help faculty in HBCU move to increased use of technology to deliver instructions, encourage the use of technology by minorities, and foster the growth of online instruction in this important segment of society.

Liu (2007) investigated how institutional characteristics and environmental factors influence overall private giving and its varying sources to public colleges and universities. This study verified that both institutional characteristics and environmental factors have some effects on private giving an institution receives. This study suggested a general conceptual framework to better understand forces that influence total private giving as well as private giving from different donor groups. Findings of this study have some practical implications to higher education policy makers and practitioners. Institutions at the top of the institutional hierarchy enjoy accumulative advantage in generating private giving. That is, donors are more willing to support institutions with higher quality, more endowment, and more state appropriations. Additionally, increase in state support to higher education does not displace private giving to
public colleges and universities. Finally, environmental factors also play important roles in successful fund raising in public colleges and universities.

McCullough (2007) studied the effectiveness of assessment plans within specific disciplines at institutions that have implemented and sustained their assessment plans. The researcher also identified the degree to which related institutional commitments and resources were provided to support the assessment process. Faculty satisfaction with the assessment plan was also examined.

Pradere’s (2007) study focused on the development, implementation, and evaluation of a school based staff development project built around four distinct instructional elements: teacher instructional practices, student engagement, stating the objective, and developing a literacy rich environment. The study concluded that (1) that teachers adopted or maintained teacher skill levels related to key instructional practices; (2) students' actual mean growth rates on MAP (Measures of Academic Process) assessment exceeded projected mean growth rates in reading and language but not mathematics; and (3) students whose teachers exceeded proficient skill levels in instructional practices and student engagement demonstrated higher performance levels in reading and language on the MAP assessment than those students whose teachers met or approached desired skill levels in those two areas.

Scanlan’s (2007) study investigated whether graduates, because of their HR masters level coursework, felt prepared to perform the key competencies needed by HR professionals. This study has implications for potential students, university faculty and employers. Universities should review their curriculum to incorporate factors associated with the strategic contribution, business knowledge, and HR technology domains. Specific competency areas that are suggested for inclusion are strategic decision making, market driven connectivity, strategic HR technology, HR measurement, value proposition knowledge and value chain knowledge. Potential students and employers should
consider the results when selecting degree programs and recruiting HR employees.

Shay and Amit (2007) suggest that the value of linkage research is in its ability to recognize the organizational practices that are the most important drivers of customer satisfaction in a specific organization. Human Resources Management plays a central role in the exchange relationships between the organization’s management and its employees. Though earlier studies investigated several facets of climate as possible mediators, none of them have examined trust as a mediating variable that affects the relationship between HRM practices and service quality. In the health care industry, as in most other service industries, the interaction between patients and health care service providers (professionals and other employees) is an integral part of the service process. Yet, the provided services are highly professional, and the layman cannot always evaluate these services professionally. The current research focused on service quality as was perceived by employees, and examined the relationship between HRM practices, and service quality as well as the mediating role of trust in management in such relations in a health care organization. The study, which was undertaken within an Israeli HCO that provides health services in the community, evaluated data from 411 employees and managers. The findings suggest that trust in management affects perceived service quality directly, but also mediates the relationship between employee’s perceptions of feedback and service quality. These findings are discussed in terms of relativeness for HRM policies and practices in HCOs.

Yidana (2007) examined (i) faculty perceptions of the effects of technology use on pedagogy and students' learning, (ii) faculty perceptions of barriers and challenges to the adoption and use of technology for teaching and learning, and (iii) faculty motivation for adoption of instructional technology made unique significant contributions to explaining faculty use of technology for teaching and learning. The study offered faculty members an opportunity to voice their concerns and views concerning their institutions' technology
integration programs. The findings could inform university management about the effective HRD measures to promote the use of instructional technology among faculty members.

Archibalds (2008) advocates the importance of Human Capital Management (HCM) and proposes that, in a context of economic integration and free movement of people, a holistic and broad-based approach to HCM is critical for countries seeking to leverage human capital for improved economic performance. It is argued that an institutional infrastructure will assist a country in the CSME context and with limited resources in three ways: (a) to determine its human capital needs to meet national goals, (b) to be positioned to successfully participate the enrichment of a regional pool of competitive talent, and (c) to provide tools to mitigate the unintended consequences of labor mobility. Using a qualitative case study, the study investigated the existing arrangements for HCM activities. The study contributed to knowledge by providing researchers, practitioners, and consultants with avenues to explain and evaluate human capital mobility in a context of economic integration and free movement of people.

Bojarczyk (2008) dealt with which types of faculty development activities most benefited new adjunct faculty at four-year colleges and universities. The findings from the study indicate that the answer to which types of faculty development activities most benefit new adjunct faculty is encompassed in two relevant but distinct aspects: (1) the individual institution's approach toward faculty development programs and/or activities for newly hired adjunct faculty and (2) the adjunct faculty member's perceived individual needs. The institution's approach directed the availability and types of workshops, activities, and commitment to faculty development opportunities for newly hired adjuncts while the adjunct faculty member's personal needs influenced the benefit that each faculty member assigned to the information that he or she received.
Convertino (2008) investigated the perceived level of success of current human resource practices employed by human resource departments in institutions of higher education in the northeast, utilizing CUPA-HR's 15 Essential Functions as guiding principles. Based on the findings, Convertino made the following recommendations: (1) Emulate and institute corporate human resource models into the framework of the human resource departments in academia. (2) Promote a human resource department that focuses on a successful development and learning environment for its staff and faculty. (3) Incorporate a hierarchal flow in which a vice president of human resource reports directly to the president of the institution.

Davis (2008) evaluated the commitment levels of full-time and adjunct professors in the HBCU sector. As noted within this research, there is significant difference between employee commitment and job satisfaction. This research utilized three component models to evaluate the commitment levels which exist. Affective, continuance, and normative commitment levels are monitored within each cohort, adjunct and full-time professors. By utilizing this three component models, it is evident that not all commitment is measured through the same components. He discussed that employees are committed to the organization, to the work itself, and to the investments made in the skills and knowledge attained. Each commitment level, within each cohort, is taken and correlated to job satisfaction. This has strong implications on employee retention which can be predicted by the educational institution.

Fang Shu’s (2008) thesis introduced some theories related to human resource development and management, which can be familiar with and comprehend it. That can lay solid theory foundation for the follow-up research work; in the second part, using collected information and data to analyze the present condition of the administrators human resources, from which one can find out problem and analyze it; in the third part, using the view point and methods of the modern human resource development and management to exploit and manage administrators human resource. The development of human
resources from three levels, which include educational development, using development and policy development.

**Foong** (2008) maintains that new career theory suggests that the shift of organizational career management to individual responsibility causes diminishing employee commitment to organizations. Whilst there is some evidence that individual employees still rely on career related human resource management practices (HRMP) to develop and foster their careers, the relationship between career-related HRMP and affective organizational commitment (AC), and the mediating role of perceived organizational support (POS) needs further investigation. In this study it is proposed that individual perceptions of career-related HRMP could enhance an employee’s belief in individual career support (perceived organizational support, POS), and thus, increase affective attachment to an organization. Grouping career development opportunities, internal promotion, supervisory support, and overall pay satisfaction as career-related HRMP, the relationships with POS and with AC were examined. A survey involving 329 Malaysian knowledge workers from four knowledge intensive industries was used for the investigation. Structural equation modeling analysis revealed that career-related HRMP are antecedents of POS, and POS partially and fully mediates career-related HRMP with AC. In particular, POS fully mediates internal promotion and supervisory support with AC. Results suggested that organizations need to play a more supportive role in generating a strategic integration of employee development programmes by providing a career path and supervisory coaching to extend an employee’s employability and career prospects. This new form of career-related HRMP and its implications in terms of HRM policies and practices in contemporary organizations is discussed.

**Griffith** (2008) investigates the link between teacher career stages and staff development. Teachers expressed a need in both the quantitative and qualitative studies to improve career prospects. Although there was an overall sense of concern about staff development, the data collected also suggested that
there were differing staff development needs at each career stage, and that differentiating staff development to meet these varying needs may be appropriate.

**Hishamuddin Fitri Abu Hassan et al.** (2008) reported that private higher education institutions while attempting to compete at academic levels with other institutions, should offer an added advantage to champion quality service to their students.

**Huiskamp** (2008) examined the meaning of participation in professional development for community college support staff and the perceived meaning, benefits, and challenges to both the individual participant and the institution using a qualitative, phenomenological methodology. The recommendations for practice from the study results include: providing equitable professional development opportunities for all staff in the college; providing and supporting opportunities for informal learning and networking for support staff personnel; and providing a wide range of personal and professional development activities at flexible times that are open to staff and faculty across the college.

**Joiner** (2008) identified the factors used at public Historically Black Colleges and Universities (HBCUs) to evaluate a faculty member's overall faculty performance, teaching performance, scholarship/research performance, and service performance. Results indicated that classroom teaching is the single most important factor considered in evaluating a faculty member for promotion in rank, salary increase, or tenure. Evaluation of teaching performance is based primarily on chair evaluation, student rating, and classroom visits. The primary types of information used in evaluating scholarship/research performance are publications in professional journals and articles in quality journals. The quality of research and publication is primarily judged by honors or awards from profession. Service on department committees is the major factor used in evaluating a faculty member's college service performance.

**Jui-Min and Jen-Shou** (2008) suggest that in most developed countries, service industry production values exceed those of the manufacturing
industry, showing the significance of the former. Although both industries emphasize quality, different characteristics in their services and products make the emphasis on quality, and ways adopted to improve it, differ. From the perspective of the organization, improvement in service quality (SQ) can be carried out through the service system (including service process and physical environment) and human resource (HR) practices (including job attitude and service ability). Through an in depth analysis of a benchmark company in Taiwan's hair salon industry, findings show, the design of a service process influences the service personnel's job attitude. Similarly, the service process influences the contents of training. Total Quality Management (TQM) in the service industry requires not just a sound system design, but also a parallel emphasis on training and relevant policies when it comes to HR practices. Only in this way can TQM become efficient, and lead to improvements in job attitude and service ability, and in turn, upgrade SQ, customer satisfaction and organization performance.

Michael et al. (2008) analyzed the role of HRM practices in the implementation of an innovative cross-functional approach to new product development (concurrent engineering, CE) in Eurotech Industries. Contrary to CE methodology stipulations, and despite supportive conditions, HRM received scant attention in the implementation process. Organizational power and politics were clearly involved in this situation, and this article explores how their play created such HRM 'absences'. The article builds on a four-dimensional view of power in order to provide a deeper understanding of the embedded, interdependent and political nature of HRM practice and innovation.

Morris (2008) conducted a study to understand the unique role and dimensions of the department chair in the private college setting. Specifically, the study analyzed characteristics, roles, and responsibilities of four year private college department chairs. This was completed by exploring the research related to department chairs, and completion of a survey adapted from the study of Higher Education and Post Secondary Education at the University of
Nebraska-Lincoln and the Maricopa Community College National Community College Chair Academy. The academic leader is among the most misunderstood management positions in the modern world. Little empirical research has been conducted on the academic leader, especially department chairpersons. With many decisions being made at the department level, many researchers reiterate the importance of department chairs in institutions of higher education. Also, within the academic department the chair has the most influence over faculty and academic support staff members; however, many institutions fail to recognize the importance of this unique and challenging position. Since the majority of important decisions being made at the department level, there is considerable pressure and stress on the department chair. This study examined private college academic department chairs and their roles and responsibilities.

Tan Foong (2008) investigated the mediating role of perceived organizational support (POS) in linking Career Development Practices (CDP) with turnover intention with 357 Malaysian knowledge workers. Data were collected from four different knowledge intensive industries, namely finance, information technology (IT), engineering, and education. Under individual perception of long-term CDP, structural equation modeling analysis revealed that POS completely mediates perceptions of career development opportunities, supervisory support, and internal promotion among knowledge workers. Career orientation and cultural influences of the perception of organizational support by Malaysian knowledge workers in the work place and the impact towards human resource management policies are discussed.

Weinacker (2008) examined whether human resource operations in higher education are adopting strategic, value-added approaches to service delivery. The purpose of this descriptive survey study was to examine the perceptions of 1,422 college and university presidents about whether human resource operations in their institutions were adopting value-added service delivery approaches. Results indicated that most higher education CEOs believed their human resource operations are transitioning towards adoption of
this paradigm of service delivery. Sixty CEOs (20.5%) reported their human resource operations had adopted value-added strategies to a high or very high extent and 225 CEOs (76.8%) indicated their human resource operations were in transition. No differences in level of value added adoption were found relative to institution size, institution type, or institution control.

**Birch (2009)** explored the factors that influence pre-service teachers' acceptance of information and communication technology integration in the classroom. The survey is based on the Unified Theory of Acceptance and Use of Technology (UTAUT), which was developed by Venkatesh et al. in 2003 and shown to outperform eight preceding models, explaining 70% of the variance in user intentions. The role of the UTAUT variables (performance expectancy, effort expectancy, social influence, and facilitating conditions) are examined in his study and the resulting regression model accounts for 27% of the variance in user intentions to use ICT, with effort expectancy surfacing as the only significant predictor of behaviour intention. Results and recommendations for future research in the application of the UTAUT model are discussed to better understand the factors that influence pre-service teachers' acceptance of the effective integration of ICT into the classroom.

**Gonzalez and Gloria (2009)** examined the process of planned educational change that took place at Universidad Metropolitana (UNIMET) in Caracas, Venezuela, between the years 1995 and 2002. This study analyzed the main characteristics of this process, identifying and describing its categorical aspect in terms of new structures and new strategies. Likewise, this research sought to explore the dynamic aspects of the process of change, particularly in relation to the new frames of reference for the construction, change, and development of meanings. Finally, the researcher aimed at exploring the relations between the categorical and dynamic aspects of the change process, and how these relations inform the design of academic professional development strategies that can facilitate educational change at UNIMET. Findings of this study demonstrated that the process of educational change at UNIMET implied
essentially and above all a cultural change. Furthermore, this process of change represented an attempt to shift the paradigm from a teacher centered to a student centered approach to education.

Hopes (2009) studied the organizational behavior at small, private underresourced colleges and universities through the exploration of organizational trust and the relationship between faculty and administrators. Document analysis and observations are used to supplement the interview questions and frame themes of trust to answer the following: (1) How does trust manifest itself in a resource challenged environment at a small institution? (2) How do faculty members perceive trust as it relates to their work within the university and with administrators? (3) How does trust between faculty and administrators contribute to institutional sustainability? The finding shows that trust is not the panacea of institutional sustainability, but is a major force in organizational culture to facilitate collaboration and cooperation. To build and maintain trust, transparency in decision making and perceived competence of the administration is key. Transparency includes discussion and input, sharing of information, and explanations of the rationale for the decision made. Perceived competence is developed through measures of performance, communication and transparency, and accountability. Administrators have a very important role in fostering trust through actions and decisions on a college campus while faculty can build or hinder trust in their responsiveness to campus concerns, seeking sound decisions in a timely fashion.

Howland (2009) analyzed the outcomes of an original method of professional development that acknowledged and addressed the specific learning needs of teacher-learners, while capitalizing on the current state of knowledge regarding effective professional development characteristics, and teacher cognition and learning. Based on his findings, teachers were grouped as determined by their level of needed support into one of three categories: Challenge, Re-teach, or Intervention. In collaborative groups based on similar support needs, teacher-learners were then provided with individualized learning
activities to support their level of theoretical understandings and/or level of curriculum implementation. Post teacher support, an additional needs assessment was conducted along with classroom observations to determine teacher growth. Based on those findings, teacher-learners were re-categorized. This process was conducted for each of the instructional routines necessary for effectively implementing Open Court Reading.

Kline (2009) examined a staff development model that was used to implement a co-teaching strategy through a case study method of research. The effectiveness of the model and various recommended staff development strategies are also explored. The research questions focus on describing teacher perceptions of the model's effectiveness for changing their instruction, effective staff development strategies, the model's success in improving student achievement, and strategies that would improve the model. This study showed that teachers need more time to plan together in order to successfully implement a new teaching strategy. The data also showed teachers and the coach have roles that need to be more clearly defined with communicated expectations of all those participating in the staff development of a new strategy.

Kong (2009) compared the practices used by HRD professionals to evaluate web-based and classroom-based training programs within seven Korean companies. This study used four components of evaluation to examine how HRD professionals evaluated web-based and classroom-based training programs in their organizations and compared the differences between these training approaches. Also, this study identified the barriers that might prevent HRD professionals from evaluating web-based and classroom-based training programs and compared the differences between these training approaches with the evaluation barriers. Lastly, this study explored the key decision factors for determining how HRD professionals evaluated their web-based and classroom-based training programs. He found that the primary decision factors determining evaluation for web-based and classroom-based training programs were senior management's needs, development of current and new training programs,
different types of training programs, political issues for online courses, personnel benefits, and budgets for training programs. This study offered several implications for future research that will be important to the theory and practice of training evaluation in the HRD field.

**Moore** (2009) evaluated the facilitators and barriers to educators’ participation in professional development and to assist in developing quality learning opportunities for educators. This report (1) summarizes the perspectives that teachers place on professional development; (2) discusses the possible facilitators and barriers, based on teachers' perceptions, to educators acquiring the skills and engaging in the activities that characterize quality professional development, and (3) identifies a general approach to addressing the delivery of quality professional development. The study offers recommendations for learners and providers of professional development opportunities. Educators have a responsibility to encourage and nurture their own love of learning, and educational organizations have the responsibility to create conditions and provide tools and procedures for helping teachers experience learning situations. There is also a call for additional research on the topic of participation in professional development.

**Pirato** (2009) explored factors based upon an individual's organizational position and program type within the higher education system. To date, most attempts at educational improvement have been framed around a context of reform through recent advancements in information technology. Some conclude that these efforts have largely failed because emphasis is placed on easily identifiable material events and factors associated with training and infrastructure and often ignore or underestimates personal factors linked with peoples' attitudes, beliefs and behaviors associated with information technology. Since many factors influence the degree with which university faculty and administrators use, accept or reject technologic advancement, the interplay of technology introduction and diffusion is often intertwined with complex
personal attributes/dispositions, internal or external motivators, and the ability to gain recognition and reward by technology's acceptance and adoption.

Rector (2009) examined the effectiveness of the faculty performance appraisal programs at the participating institutions. The results of the study provided information pertaining to those components faculty perceive to be important within their respective evaluation programs (in rank order). Participants identified areas such as Purposes of Evaluation, Criteria of Faculty, Approaches to Faculty Evaluation, Faculty's Teaching Performance, Approaches of Evaluation, Faculty's Scholarship or Research Performance, and Uses of Faculty Evaluation. Information gathered during the study indicated that 60.2% of faculty perceived the evaluation program at their institution accurately measured overall performance. The study also revealed that 63.1% of respondents were "satisfied" with the present process of evaluation at their institutions; 11.7% responded they were "very dissatisfied" with the present process of evaluation at their institutions.

Seitova (2009) indicates that there is no systematic and consistent approach to faculty development in the area of higher education in Kazakhstan. The majority of current faculty development and any professional development activities tend to have a spontaneous character without implementation of a thorough faculty need, task analysis or performance evaluation. The faculty as social subjects with different socio-cultural identities is currently in the process of constructing a new academic identity based on updated social values, beliefs, mentality and work styles. In the case of successfully updating professional expertise and higher education policy implementation, the faculty will constitute a group of highly educated experts and professionals who are capable of providing the younger generation with a high quality education according to international standards and conducting intensive research that will connect the theory and practice through real applications in various industries.

Vicky et al., (2009) maintain that emerging source of competitive advantage for service industries is the knowledge, skills and attitudes of their
employees. Indeed, achievement of a 'service quality' culture, considered imperative for competitive advantage in service organizations, supposedly results from the use of best practice human resource management, and from a strategic approach to their implementation. This paper empirically explores the use of these dimensions of HRM as a source of competitive advantage. It finds high performing service organizations actively engage best practices across the areas of recruitment and selection, training and development, communication and team.

Vires (2009) studied how higher education system influenced perceived legitimacy and adoption of a management innovation within an institution of higher education. Results of this sequential, explanatory mixed method study supported findings in five areas. First, the study substantiated Rogers' (1995) innovation adoption process. Second, the study substantiated that as perceived legitimacy of a management innovation increased individuals changed behaviors to align with that management innovation. Third, the study confirmed legitimacy increased when (1) outputs were defined, measurable, and linked to specific job descriptions; (2) the purpose of the management innovation was tightly coupled to the innovation's goal, the university's mission, the university's existing processes, individual goals, and individual motivation; and (3) administrators used referent or expert power. Fourth, the study indicated that the use of normative processes in developing and implementing innovations increased perceived coupling and decreased perceived ambiguity related to the management innovation and encouraged the use of referent and expert power. Finally, the study yielded results that were consistent with Birnbaum's (1998) suggestions for effective leadership within a cybernetic organization. Perhaps most important, the results of the study were incorporated into a practical model for policy makers and administrators.

Alessandro and Jiju (2010) illustrated the application of Lean Six Sigma into the human resource function of a service industry corporation. The study draws on process information and primary data from a real project. The
study describes improvements in the HR management attributable to Lean Six Sigma-decrease of employees' voluntary turnover and increase in employees' satisfaction. Although being extremely successful in the last two decades in the manufacturing sector, the application of Lean Six Sigma to the service industry in general, and HR management in particular, has been a controversial topic; this study illustrates how its application can reduce employees' voluntary turnover rate and increase their satisfaction, hence increasing the return on investment of human capital.

**Biddle (2010)** studied the theory on job embeddedness and examined the impact of job embeddedness, job satisfaction and job search on the intent to stay of full-time faculty members at Christian colleges and universities. The study confirms the continued applicability of job satisfaction and job search as important predictors of intent to stay. The findings also support that job embeddedness is a significant predictor of intent to stay and provides an alternative direction for administrators in developing and implementing retention strategies stemming from this construct.

**Brian and Jiong (2010)** explored the effects of human resource diversity management (HRDM) on organizational citizenship behaviour (OCB). The data for this study were collected from 530 Chinese employees in a range of industries. The results of the study indicate that overall HRDM is positively related to OCB. The findings indicate that compensation diversity management is the strongest predictor of OCB. Recruitment and selection diversity management is also significantly associated with OCB. The hypotheses regarding the relationship between training and development and performance appraisal diversity management with OCB were not supported. Results of the study indicate that the link between diversity management in specific HRM functions and OCB may depend on the focus of HR diversity management in a particular national context. This focus appears to be guided by salient Chinese specific diversity issues and the characteristics of the Confucian HRM.
Ebrahim (2010) examined the nature and extent of equality of opportunities and diversity policies in employment in the novel context of the Middle East - with a particular focus on Iran. HRM and diversity management specialists argue that equal opportunity practices help organizations capitalize on the benefits of a diverse workforce in terms of reducing turnover and absenteeism, attracting the best workers, increasing sales and marketing efforts, enhancing creativity and innovation, and improving decision making. While such benefits might be true in the context of developed countries, experts are critical of their existence in the context of less developed nations. The findings, based on a qualitative study of six cases across two industries, indicate that, in contrast to existing theories, economic evaluation such as cost-minimization of the diverse work groups are the major driving forces behind adopting equal opportunity and diversity practices in employment. Specifically, mutuality of matching the needs of the worker with the needs of the manager is seen to be a major factor influencing the workers' impression towards equality of opportunities and diversity policies.

Friso and Christian (2010) discussed the contribution of human resource management to major transformations in ten European steel companies during the 1990s, and the study is based on an exchange program organized by the European Confederation of Iron and Steel Industries (Eurofer). The study focuses on three aspects of HRM's contribution to strategic change: (1) the context in which change was embedded, (2) the implementation process of the change, and (3) the communication strategies used by management to create trustworthiness regarding the change process. Some firms proved to be supporters of “long marches” (incremental change over an extended period of time), while others were rather involved in “short strokes” (rapid overall change). The authors conclude that HRM has played a role as strategic partner in most steel companies, particularly those who made short strokes, while also a trend towards closer integration of HRM with line management became evident, primarily in those firms taking long marches.
Hardcastle (2010) studied the relationship between motivation, commitment, and embeddedness of faculty teaching in CCCU (Council for Christian Colleges and Universities) member institutions. Results from this study were particularly applicable to Christian higher education institutions in the CCCU. The primary aim was to understand the institutional commitment of CCCU faculty. This study found that all satisfaction, commitment, and embeddedness factors were negatively related to intent to leave. Subtle differences were observed between ministerial and non-ministerial faculty. Calling to both teaching and ministry was found to correlate to increased satisfaction, commitment, and embeddedness.

Hawkins (2010) investigated the external and internal influences that may impact an institution's commitment to community engagement, particularly why and how a college or university responds to community needs. Findings indicate that there are multiple influences on an institution's commitment to and focus of community engagement. The student demographic and interests of the campus leader were found to play important roles in determining an institution's commitment to and focus of community engagement. The importance of recognition of community engagement efforts by outside professional organizations did not seem to be an influence when determining how and why an institution engages in the community. Recognition by the community that a need was being met, as well as evidence of developing student awareness of community needs, seemed to have a stronger impact on how and why an institution engages in the community.

Hortton (2010) explored and described leadership strategy implementation stages that related to the development of environmental sustainability on college and university campuses within the United States. The goals of the study were to: (1) document prominent leadership strategy implementation stages used on university campuses in the United States, (2) develop a holistic understanding of environmental sustainability as it relates to colleges and university campuses, (3) recognize the strengths and weaknesses of
tools used for sustainable assessment and evaluation on university campuses in the United States, and (4) establish a working bank of leadership strategy execution stages that could be used university leaders at a regional or global level. The findings of the study indicate that the effect sizes for all significant correlations were low. A simple regression was used to predict the environmental sustainability ranking from the degree of leadership strategy implemented. No significant predictions were found.

Hurt (2010) focused on the issue of paradigms in Human Resource Development. The purpose was to validate the HRD Cube as a synthesized model of HRD and to explicate some of the extant paradigms of HRD. Purposeful, stratified, and random sampling was used to select 16 articles published in Academy of Human Resource Development (AHRD-sponsored journals). Examining the text of articles published in (AHRD)-sponsored journals, the results provide evidence to support the overall construction of the HRD Cube. Theory, research, and practice perspectives of HRD were represented within the 16 articles used. The results also support the components described on each side of the HRD Cube. On the theory side, people, processes, and outcomes, and informing disciplines of HRD were identified. Post-positive, interpretive, and critical epistemologies were identified on the research side. Individual, group, organizational, national, and global levels were identified on the practice side. Given the initial validation and support of the HRD Cube and of the components described within theory, research, and practice sides, within these 16 articles published in AHRD-sponsored journals, at least 18 prospective paradigms of HRD were identified.

Irene and Yuanyuan (2010) examined the commitment-based and knowledge-based HR types to fully understand the role of HRM in China's technology-intensive industries. The relationships between the knowledge-based HR and commitment-based HR on firm performance were examined by using 156 firms in China's high technology industry in the Pearl River Delta area. The effects of innovation capability and workforce retention between HR and
performance were also explored. The firm's innovation capability has been found to be an important determinant of firm performance. Retention has no significant impact on performance outcomes. HR plays a more important role in the growth stage of organizational life cycle. Implications for research and managerial practices are provided.

Kaur et al. (2010) found that the inspiring ability and enthusiasm of teaching, encouragement of sports activities by college management and infrastructure are found to be the prime factors which enhance the reputation/image of the institution.

Kemp (2010) analyzed whether the teachers' professional development experiences changed because of NCLB (No Child Left Behind), to investigate the impact of professional development in the classroom, and to compare the experiences of the participants. Results indicated that NCLB positively impacted professional development of the teachers as it stressed situative-socio-historic and constructivist philosophies, which emphasized active, social learning led by teachers and focused on state standards and assessments. The common experience across all participants and data collection methods was that professional development emphasized core academic instruction. This study provides baseline data that future researchers can use to investigate professional development. Administrators can use the results of this study to inform future professional development programs and practices so that teachers are better equipped to help all students master the curriculum and prepare them for future academic and career pursuits.

Petras (2010) found that science teachers are more likely than mathematics teachers to use tools that would contribute to the development of 21st century skills. However, the results showed that both were using traditional hands-on materials rather than digital tools and resources. Perceived impact of ICT use on mathematics and science teachers was positive. The findings of this study shows the highest perceived impact as reported by both groups of teachers was the impact on their ICT skills followed by the teacher incorporating new
teaching methods and new ways for students to learn. Results also revealed that for the mathematics teachers, there were no significant predictors of ICT when analyzing the personal and contextual factors and their pedagogical ICT use. However, for the science teachers, technical and pedagogical competency, professional collaboration, and ICT and pedagogical professional development were found to be significant indicators of ICT use. The findings from this study contribute to increasing the understanding of how teachers' pedagogical orientation can affect their use of ICT for teaching and learning. If it is the goal of an educational organization for their teachers to increase their use of ICT for teaching and learning, the data show that a shift needs to be made towards the pedagogical orientations of lifelong learning or connectedness. These pedagogies would provide a means to achieve increased ICT used by teachers.

Rajiv (2010) observes that Human Resources are the lifeline of an organization. No organization can accomplish its objectives without the presence of competent personnel. Human Resource Management is the body of science that correlates the existence of able HR and the success of the organization. It is evident from different theories propounded by various social scientists regarding the impact of motivated employees on the profit margins of the organization. HRM as a body of knowledge has seen different changes over a period of time. HR profession had started its role as labor/welfare officer and is now viewed as a strategic role where the emphasis is on employee engagement. Developed and developing nations alike have depended largely on Small Scale Industries (SSIs). Traditionally, SSIs have played a major role in the GDP of any economy. They have lion's share also in the context of Indian exports. There are different advantages of having economy which is supported by entrepreneurs spread across the country. There is no denying the fact that large organizations are looked after by professionals from varied fields. Historically, it is said that SSIs are handled by non-professionals and are managed as family business. It is natural to think that these entrepreneurs are unaware of the developments that are taking place in management field, generally, and HRM,
specifically. This study aims at dislodging these myths with the help of testing of hypotheses, but in no way concludes the HR practices being implemented in their organizations.

Ricco (2010) focused on identifying a series of successful practices relating to administrative talent management within the higher education setting. The field study included a thorough examination of seven small to mid-size private colleges and universities that have incorporated employee development strategies. Based on both the findings from the field study and the literature review, a comprehensive procedural model is introduced that serves to support human resource departments and higher education professionals, in general, who are looking to either begin or broaden their own talent management approach. However, despite the progress that has been made across several institutions noted throughout the research study, much more must be learned in terms of how the time and resources invested in talent management translates to institutional success.

Thomas and Kathryn (2010) determined if there was a need for a teaching certificate program for doctoral students in the College of Science and Technology (CoST) at the University of Southern Mississippi. The study recommended that establishing a certificate program can potentially impact the community in the following ways: (1) the training of GTAs contributes to the academic preparation of future academic professionals who will be teaching in various institutions; (2) GTA training provides professional development and awareness that teaching requires lifelong professional development; (3) ensuring competent academicians, not only in content but also in pedagogy; (4) GTAs can encourage or incite undergraduates' interest to choose a career in the sciences; and (5) make the graduates more marketable. Since 68% of current GTAs were interested in a teaching position, the University should allocate time to educate the GTAs who are currently teaching or plan to teach as a profession.

Weiss (2010) found that CIOs whose centralized IT organizations perform well in organizational quality areas and who create high-performance
IT cultures are perceived as having more successful IT organizations and as being more successful CIOs. Further, this study identifies the factors that are most associated with satisfaction with the centralized IT organization and the CIO, organizational quality and high-performance areas of opportunity for improvement, factors CIOs believe are most important for the success of the IT organization, areas to include in CIO performance reviews, criteria to assist with CIO hiring, and factors to include in employee job descriptions and incentives. Finally, it begins the development of a much needed framework for CIO success.

**Frances** (2011) examines the skills the professional staff want to learn and need and, hence, what successful components should be added to a career development program to help staff develop as leaders and progress in their careers. The results of the research indicated a keen desire and need for a career development program. Recommendations include leadership and management training, internal networking opportunities, and career planning.

**Larbi – Apau** (2011) examined computer attitude, and the impact of personal characteristics and ICT adoption patterns on performance of multidisciplinary teaching faculty in three public universities in Ghana. Findings show high and positive computer attitude with affective dominating usefulness, behavior and control factors. Evidence of differential ICT adoption thresholds represented by computer purchase, general use, teaching, and research is observed. Overall ICT-based performance of the teaching faculty is modest. Reasons, incentives and barriers to ICT integration were examined and reported together with special computer proficiency levels. Inclusive development is a palpable opportunity and the best practices are those supported holistically for their impact. Strategies for practice and further studies into adoption and performance behaviors that could ultimately influence investment, personal, professional, and overall growth of ICT in higher education are recommended.

**Mario and Fátima** (2011) analyzed how organizational factors such as cultural values, leadership and human resource (HR) practices influence
knowledge exploration and exploitation practices and innovation via an empirical study. *Findings* provide evidence of a moderating effect of knowledge-centered culture, knowledge-oriented leadership and knowledge-centered HR practices in the relationship between knowledge exploration and exploitation practices and innovation outcomes of companies. In line with previous literature, it is suggested that although KM practices are important on their own for innovation purposes, when certain enablers - organizational factors to overcome human barriers to KM – are properly established, the innovation capacity of the firm can be more successfully exploited.

**Yao-Sheng** (2011) examined whether the relationship between knowledge management (KM) strategy and firm performance is contingent on human resource management control systems. Surveys were conducted in computer and peripheral equipment manufacturing industries in Taiwan. When firms emphasize personalization strategy, the use of behavior control will enhance firm performance. In contrast, when firms emphasize codification strategy, the use of output control will make firm performance better. If personalization and codification strategy were emphasized simultaneously, firms would not use single HRM control system to better performance. First, the use of a self-rating performance measure may constitute a limitation of the study. Second, this study is confined to a limited scope of control system. Third, perhaps the most obvious limitation is inherent to the selected research methodology that the one-time data resemble a snapshot. Finally, it is not known how the selection of industries and geographical areas affect this study's findings. Results from this study suggest that managers can leverage their best performance by matching the HRM control system to a particular KM strategy. This study contributes to the knowledge about the importance of HRM control for KM methods. The firm's HRM control systems can be expected to contribute significantly to KM-performance. Understanding how an organization can use its control systems to support KM will help firms sustain their competitive advantage.
Callery (2012) identified the best practices utilized by community colleges to achieve systemic and cultural agreement in support of the integration of institutional effectiveness measures (key performance indicators) to inform decision making. In addition, the study identifies the relevant motives, organizational structure, and processes to support the continuing organization development as the institution transitions to an information rich decision making environment. In order to reduce ambiguity in interpreting data results (information) and achieve maximum benefit, organizational members must have at their disposal a process, data management infrastructure and supporting cultural environment to fully implement data-driven decision making practices throughout the community college organization. Derived from the findings, the Knowledge- management and Effectiveness Integration Model (KEIM) provides as formative process that will help administrators, faculty, and staff transform their institutions into a data-driven decision making college and assist them in understanding the significance, implications, and importance of the data they collect. The KEIM provides a practical implementation approach for community colleges seeking to establish a comprehensive data and knowledge management process as it addresses the behavioral complexity of the organizational culture and highlights leadership roles needed to create a supportive organizational climate for the transformative change.

Depka (2012) suggests that success of students across the nation is reliant on the expertise and talents of teachers. Continuous growth and lifelong learning are expectations within the teaching profession. Learning new strategies in order to meet student needs and boost achievement is a constant target. Each year, school districts spend millions of dollars on professional development intending to increase the proficiency of their teachers. The impact of dollars spent and professional development delivered, is questionable. Often there is little to no connection between the professional development experienced and increased student achievement. Practices typically are not implemented. Student achievement is not likely to improve without a change in classroom practices.
This is not to say that current practices are wrong, but in order to best impact all students, teachers need to increase their bag of tricks. New practices, a variety of strategies, and deeper content knowledge can only help impact levels of student achievement. Teachers, administrators and consultants were surveyed nationally to gain insights into the components necessary to embed new practices in an effort to impact student achievement. Six themes are identified, the data are analyzed and reported, and implications for schools and districts are addressed.

Ihedigbo (2012) explores and defines leadership concept and practices, with prime focus on academic leadership preparation factors common in Historically Black Colleges and Universities (HBCUs) member institution presidents. What are the reasons why some presidents of HBCU member institutions are more effective than others? What values could development of preparation factors add to the higher institutions' top leaders' ability? What strategic steps need to be taken to ensure strengthening of the qualities of future leaders of academic higher institutions? These questions and more were addressed in this study. Institutions are driven to perpetual instability often due to high leadership turnover. Higher education institution presidents are charged with safeguarding core mission, which include excellence in teaching, outstanding research programs, competitive academic programs, as well as providing nurturing environment for economic and social growth. The focus of this study was first to explore preparation factors common among successful leaders of institutions of higher education, especially Historically Black Colleges and Universities. Quantitatively, t test and chi-square analysis examined relationships between higher education institution leaders' success and preparation factors. Findings from this study will in no small measure assist in developing a leadership framework for academic success and viability for the 21st-century higher education institutions.

Paul and Ann (2012) discuss that in the current evolving economic environment, developing and implementing effective processes to improve the skills and capability of employees are seen as central to improving
individual, organizational and national performance and global competitiveness. Recognizing that universities and colleges are critical to their state’s growth and economic prosperity, many Governors and state policymakers have been considering how best to get more students to both enter college and get college degrees. A growing number of policymakers have come to recognize that higher education, including community colleges, four-year colleges, and research universities, cannot help drive economic growth in their states unless students’ academic success is linked to the needs of the market place. For example, to address this need, the Louisiana GRAD Act (HB1171) was recently enacted to support the state's post-secondary education institutions in increasing their overall effectiveness. Institutions develop specific measurable performance objectives aimed at improving college completion and meeting the state's current and future workforce and economic development.

**Syed Ahmad Raza** (2010) examined the relationship between organizational climate and performance of teachers in public and private colleges of Punjab. Majority of the public and private college principals opined that open climate was positively correlated to teacher performance but paternal and closed climate were negatively correlated to teacher performance. Majority of the public and private college teachers disliked closed climate. Teachers of both systems liked the thrust behavior of their heads and disliked aloofness behaviour of their heads.

**Tony Mcneill** (2012) observes that the last 5 years have seen a growing number of universities use social media services such as Twitter, Facebook and YouTube to engage with past, present and prospective students. More recently still, a number of universities have published policy or guidance documents on the use of social media for a range of university-related purposes including learning, teaching and assessment. This study considers the social media policies of 14 universities in the United Kingdom (UK) that are currently in the public domain. It addresses some of the ways in which higher education institutions are responding to both the positive potential of social media as well
as its perceived threats. Drawing inspiration, if not actual method, from critical discourse analysis, this study argues that marketization has been the main policy driver with many social media policies being developed to promote university “brands” as well as protect institutional reputation. The creation and implementation of social media policies are therefore playing a role in helping universities manage both the risks and the benefits of social media in the context of an increasingly marketised higher education environment in which protecting institutional reputation has become a priority. However, in the defense of the metaphorical institutional “share price”, some policies constrain both academic autonomy and the possibilities for innovation and risk-taking.

Yong and Hongdan (2012) describe the human resource policies that help employees at stamped and forged components manufacturer Peaksafe Industries (Shanghai) Ltd to feel a greater sense of job security. The paper examines the case study in the context of HR research into employment status and job security. Findings of the paper reports how employment security and equality in the work place can help employees to respond better to the organization and, through this, can improve organizational performance and also the paper explains how staff selection, training and career development at Peaksafe combine to provide employees with a sense of meaning to their work and commitment to the firm. The paper reveals how supportive HR policies can bolster individual feelings of self-worth, which can make people more effective members of society as a whole.

3.3 EPITOME OF LITERATURE SCANNING

The review of related literature in Human Resource Management in education field reveals that HRM has the potential for improving organizational climate which leads to quality education. It is clear from the above literature, HRD acts as a powerful tool for strengthening the field of education. The review has pointed out that effective HRM practices in higher
educational institutions will have a greater impact on teaching as well as learning environment.

Tirrell and Cowell (1982) view that human resource development activities should be an integral part of successful management. Mahoney and Deckop (1986) describe a shift from a human relations focus on people to a focus on people as resources in an organization. Smith and Candy (1987) found that very few institutions of higher education in Texas (9%) have a strategic human resource plan and there were differences in the use of strategic human resource elements based on size and type of the institution and on position of the respondent. Bami (1989) emphasizes that only an integrated HRD strategy with an innovative blend of various components leads to organizational excellence. Dayal (1989) maintains HRD is important to the growth of the organization and is a good investment for the future. Ramanathan (1989) believes that the thrust of HRD is on creating ‘people building organization’ as opposed to ‘People making organization’. Roback (1989), based on an Human Resource Management and Human Resource Development environment confined that, there have been key links between individual learning and organizational development. Shepherd (1989) identified the introduction of new working practices as a training route to greater organization development. Templer (1989) suggested that if HRM is to increase its stature and to be recognized as a direct influence on the effectiveness of an organization the specific organizational impact of HRM practices has to be demonstrated.

Agarwala (1993) considers HRD as a beautiful idea which enriches the work life of an organization. Sharma and Sharma (1993) emphasize that HRD is needed for a dynamic and growth oriented organization to succeed in a fast changing environment. Terpstra (1994) suggests that HRM practices can enhance organizational climate and organizations employ HRM practices are more profitable than those do not. Vittal (1994) looks where service consists almost exclusively of interaction between human beings, the role of HRD becomes virtually synonyms with improved services. Macduffie
(1995) observes that innovative HR practices are likely to contribute to improved economic performance when employees are motivated to apply their skills and knowledge.

Joseph (1997) stresses that the central theme in the HRD approach is the development of workgroups. Laabs (1997) proposes that implementing HR strategies maximize employee and organizational effectiveness. Raman (1997) stresses that introducing HRD in organizations contribute to total effectiveness in organizations. Rao (1997) discusses that favourable HRD climate and better organizational effectiveness do show positive organizational relationship. Sachdeva and Arora (1997) discuss on how Eicher's integration HRD system played a significant role in employee relations climate and hence organizational effectiveness. Sambamurthy (1997) maintains that some of the key issues that HRD looks at to strengthen the organization process are structure, job responsibility, manpower planning, performance appraisal, training and development and organizational developmental surveys. Yeung and Berman (1997) point out that HR practices can play major roles in building critical organizational capabilities, enhancing employee satisfaction and improving customer and stakeholder satisfaction. Pfeffer (1998) presents an argument pointing out the relationship between HRM practices and the performance of the firm.


Davis (2006) indicated that there was a significant relationship between specific human resource interventions and training programs and employee morale, employee productivity and operating profits. Scalan (2007)
argues that Universities should review their curriculum in specific competency areas such as strategic decision making, market driven connectivity, strategic HR technology, HR measurement, value proposition knowledge and value chain knowledge. Shay and Amit (2007) suggest that Human Resources Management plays a central role in the exchange relationships between the organization’s management and its employees.

Foong (2008) proposes that individual perceptions of career-related Human Resources Management Practices could enhance an employee’s belief in individual career support, and thus, increase affective attachment to an organization. Jui-Min and Jen-Shou (2008) suggest that Total Quality Management (TQM) in the service industry requires not just a sound system design, but also a parallel emphasis on training and relevant policies when it comes to HR practices. Weinacker (2008) examined whether human resource operations in higher education are adopting strategic, value-added approaches to service delivery and concluded that no such differences were found relative to institution size, institution type, or institution control. Vicky et al (2009) observe that achievement of a 'service quality' culture considered imperative for competitive advantage in service organizations, supposedly results from the use of best practice human resource management and from a strategic approach to their implementation.

Alessandro and Jiju (2010) illustrate how the application of Lean Six Sigma into the human resource function can reduce employees' voluntary turnover rate and increase their satisfaction, hence increasing the return on investment of human capital. Ebrahim (2010) found that matching the needs of the worker with the needs of the manager is seen to be a major factor influencing the workers' impression towards equality of opportunities and diversity policies. Irene and Yuanyuan (2010) emphasize that HR plays a more important role in the growth stage of organizational life cycle. Rajiv (2010) maintains that human resources are the lifeline of an organization and human resource management is the body of science that correlates the existence of able HR and the success of
the organization. **Yao-Sheng** (2011) discusses how organizations understand and use their control systems to support knowledge management to help firms sustain their competitive advantage. **Yong and Hongdan** (2012) conclude how supportive HR policies can bolster individual feelings of self-worth, which can make people more effective members of society as a whole.

### 3.4 Insights Drawn from Literature Scanning

Having made an extensive analysis of previous studies, the following insights are drawn:

1. The review of related studies indicates the constant interest shown by the researchers in India and abroad in studying and exploring human resource management.

2. The review of related studies point out a dearth of research efforts in India in studying and exploring human resource management. Particularly in higher educational institutions, the research efforts on human resource management are not encouraging. Further, research attempts are not made in conceptualizing human resource management practices in higher educational institutions which has tremendous influence on organizational effectiveness.

3. The review of related studies throws some light on the appropriate method for studying human resource management related issues. Almost all the studies employ survey method and hence in the present study also survey method was selected.

4. The review of previous studies indicates the type of tools used by previous researchers. In most studies questionnaires were used for collection of data. In the present study also questionnaires were used for collection of data from the respondents.
3.5 RATIONALE OF THE STUDY

After scanning of studies abstracted from national and international journals and surveys of research in education, the investigator has drawn the conclusion that less attention has been paid to the human resource management practices in colleges.

From the review of the studies, the investigator has arrived at a conclusion that no research effort has been made to conceptualize human resource management practices at the tertiary level of education. This prompted the investigator to conceptualize the human resource management in the right perspective. Hence the present investigation is unique and significant.

3.6 CONCLUSION

In this chapter, the studies done in India and abroad are reviewed in order to identify the research gap of the study. The review points out the need for undertaking research in the area of human resource management at higher education level. Having reviewed the studies related to human resource management, attempts are made to design the present investigation. This is comprehensively explained in the next chapter under the caption “Methodology”.

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