CHAPTER – VI

SUMMARY AND CONCLUSIONS
6.1 INTRODUCTION
6.2 STATEMENT OF THE PROBLEM
6.3 SIGNIFICANCE OF THE STUDY
6.4 NEED FOR THE STUDY
6.5 SCOPE OF THE STUDY
6.6 CONTRIBUTION OF THE STUDY TO KNOWLEDGE
6.7 RESEARCH QUESTIONS
6.8 OBJECTIVES OF THE STUDY
6.9 TITLE OF THE STUDY
6.10 OPERATIONALIZATION OF VARIABLES
6.11 EPITOME OF LITERATURE SCANNING
6.12 ASSUMPTIONS OF THE STUDY
6.13 HYPOTHESES OF THE STUDY
6.14 RESEARCH STRATEGY
6.15 RESEARCH METHOD
6.16 RESEARCH TOOLS
6.17 SAMPLE OF THE STUDY
6.18 DATA COLLECTION PROCEDURES
6.19 APPLICATION OF STATISTICAL TECHNIQUES
6.20 DELIMITATIONS OF THE STUDY
6.21 MAJOR FINDINGS OF THE STUDY
6.22 IMPLICATIONS OF THE STUDY
6.23 SUGGESTIONS FOR FURTHER RESEARCH
6.24 CONCLUSION
CHAPTER VI
SUMMARY AND CONCLUSIONS

6.1 INTRODUCTION

Education is important to everyone in a nation. The socio-economic development of any society depends on the growth of higher educational institutions and their involvement in dissemination of knowledge, academic excellence and innovative research and development programmes leading to inculcating entrepreneurship, encouraging indigenous technology and developing new products, services and patents. Education in India is seen as one of the ways to speed up social mobility. It currently represents a paradox as Indian professionals are considered among the best in the world.

Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It is therefore, a crucial factor for survival. Being at the apex of the educational pyramid, it has to play a key role in producing teachers for the education system.

People are the most valuable resource of any organization. Dynamic people can build value and growth oriented organizations. Effective people can contribute to the welfare of the organization. Competent and motivated people can work sincerely and see that their organization to achieve its goals. In this respect, organizations should continuously ensure the dynamism, effectiveness, competency and motivation of its people through effective human resource management.

6.2 STATEMENT OF THE PROBLEM

The globalization of education at national and international levels warrants effective functioning of institutions giving room to quality improvement. The quality improvement is the crux of the problem in Indian higher education. To sustain
quality benchmark, there is a need for effective coordination among the working elements in the educational system. The human resources in the organization play a significant role in accomplishing the goals and objectives of higher education. Perhaps, managing the human resources is the prime objective of an institution in the context of globalization. The present study attempts to find out to what extent the human resource activities are carried out in higher education to fulfill the stated goals and objectives. The outcomes of the study will be useful to the policy planners to formulate appropriate strategies in strengthening effective coordination of manpower resources in higher educational institutions. Having raised the issue into the surface, attempts are made to conceptualize the variables involved in the study.

6.3 SIGNIFICANCE OF THE STUDY

“The most valuable assets of a 20th century company were its production equipment. The most valuable asset of a 21st century institution, whether business or non-business, will be its knowledge workers and their productivity”.

- Managing Challenges for the 21st century, 1999

The above statement underscores the need for the development of human resources in institutions of learning.

Prime Minister Manmohan Singh, during the Conference of Vice-Chancellors at Rashtrapati Bhawan in New Delhi on Tuesday, 5th February, 2013, said that “We must recognize that too many of our higher educational institutions are simply not up to the mark. Too many of them have simply not kept abreast with the rapid changes that have taken place in the world around us in recent years, still producing graduates in subjects that the job market no longer requires.” Singh rued the lack of quality and poor global standing of Indian educational institutes. He said India’s higher education system has made a lot of progress over the last one decade, but “in recognition of the fact that expansion without quality improvement serves little purpose, we will now give overriding emphasis on quality”. The Prime Minister added that “I think it is well worth exploring how we can introduce flexibility in our institutions to enable them to attract good faculty, raise teaching standards, encourage cutting-edge research and nurture talent.”
President Pranab Mukherjee, who was hosting the Conference at Rashtrapati Bhawan, New Delhi on Tuesday, 5th February, 2013, said besides being a powerful tool for the nation’s technological and economic advancement, higher education has to fulfill the aspirations of the young, who are restless and looking for direction. Quoting an erstwhile National Knowledge Commission Report of 2006, Mukherjee termed the declining quality of higher education as a “quiet crisis that runs deep”.

The above statements of big personalities underscore the need for strengthening the existing manpower resources in higher education to face challenges. The effective management of higher educational institutions is the need of the hour, in the backdrop of the dictum “as the head is, so the subjects are”. The failure of large scale enterprises is due to ineffective human resource management. Therefore, paying much attention to Human Resource Management Techniques would lead to maximization of educational outputs. A continuous interest shown towards human resource management would lead to the survival of the organization. Therefore, research efforts in this area are significant and meaningful.

6.4 NEED FOR THE STUDY

According to Pranab Mukherjee, President of India (2013), Indian universities need a “clinical examination” because of a perceived decline in their quality. The 38% shortage in teaching staff at Indian universities is a key challenge, he said at the Future of Indian Universities Conference organized by the O.P. Jindal Global University in Sonipat. Indian universities face other myriad challenges from a lack of research and innovation to their poor patents record, Mukherjee said and added “While India represents 17% of the global population, its share of patents is just 2%. We cannot improve quality of education without improving quality of teaching.” Nothing that no Indian university was among the top 200 in a global list, the President asked the Human Resource Development Ministry and the University Grants Commission for time-bound action.

Naveen Jindal (2013), Chairman and Managing Director of Jindal Steel and Power Ltd and who has committed over 500 crores to the Jindal Global
University, said Indian institutes need to bring global content to the classroom and make education contemporary to provide an efficient workforce to industries.

The above observations of the great personalities indicate the need for continuous examination of the coordination of human resources in higher educational institutions. In this context, a need arises to study on human resource management functioning in colleges in India.

Academic institutions need five kinds of freedoms such as, to function effectively, to contribute best to the society, and to human civilization. Three of them are academic: the freedom to decide what to teach, whom to teach, and who will teach. The remaining two are economic and administrative: the freedom to decide where to find resources and the freedom to decide how to deploy those resources (Indiresan, 2007).

While the reputation and public image of educational institutions (and universities) in India are remarkable, their contribution to knowledge creation in the global context is somewhat limited. The most challenging task is to recognize this gap and initiate remedial measures by which this gap can be closed.

Educational institutions of repute are not only required to provide quality and skilled manpower, they are also expected to play the role of social change agents to initiate and bring about the necessary social changes in the society. Indian institutions need to reorient and prepare themselves to play this vital role.

To make an impact (in the society), educational institutions should constantly review their performance, reassess the direction, realign their priorities, and rededicate to the academic pursuit and excellence through effective human resource management strategies.

India has the greatest asset of manpower second to China. Indian higher education system is the third largest in the world, after China and the United States. There exists a paramount need to utilize fully the human resources and relates education to the needs and aspirations of the people. Since education has become a commodity, a higher education institution, like any other business organization needs to satisfy its customers (learners) to survive in the business. In a core service of a higher education, teaching is an intangible dominant. So there is a great pressure on
the teachers to cope with the aspirations and expectations of the consumers namely the learners. Moreover, the liberalization policy followed by the government of India in all fronts has posed newer challenges to the teaching community. Due to globalization, the attempts of some foreign universities in organizing their programmes in Indian soil have made Indian policy makers and educationalists realize the need for the development of skills, competencies and capabilities of teachers at higher education level in particular. The management process in each college should be geared in this direction so as to attain excellence in education through teacher intervention strategies. The present study assumes greater significance in this context.

A perusal of related studies indicates some interesting findings on human resource management. The review indicates a dismal picture about research activities in the area of educational management in general and human resource management in particular. From the review of related studies, it is found only few researches were done on human resource management in higher educational institutions. The present higher education system warrants a body of organized knowledge in the area of human resource management to attain effectiveness and efficiency of educational system. The review of related literature indicates the need for research in the chosen area of study.

6.5 SCOPE OF THE STUDY

Knowledge dissemination, creativity and innovation are the life blood of mankind. Higher educational institutions play a vital role in the standard of living of human beings and in the economy of the country. It’s broad function covers management of higher education, re-orientation of higher education and quality assurance in higher education. They involve issues of public / private partnership, governance and equity as well as policy planning, health consciousness, physical fitness, professional ethics, value education and evaluation / assessment system and the most important issue of sustaining quality.

In developing countries like India, higher educational institutions play a vital role in the national development process. The higher educational institutions are experiencing mounting students’ expectations every day. Competition is blooming and
the liberalization policy is accelerating at a phenomenal rate. The new competitive environment puts extra pressure on higher educational institutions to improve the quality of education. To provide quality education, the higher educational institutions have to strive to change the teaching and learning scenario. In the learning situation, the institutions should create congenial atmosphere by providing best infrastructure facilities such as library, laboratory etc. In teaching situation, the institutions should take part in developing the skills, competencies and capabilities of the teachers. To impart quality education, the institutions should develop a favourable and conducive organizational climate. The pre-requisite for improving the organizational climate is, practicing the effective human resource management in higher educational institutions.

It is expected that the outcomes of this study will provide sufficient feedback to improve the human resource management practices in higher educational institutions

6.6 CONTRIBUTION OF THE STUDY TO KNOWLEDGE

Educational research can play three major roles – i) a ‘Leading’ role in which research leads to decision-making policy, ii) a ‘Supporting’ role in which research contributes to existing policies and practices and in iii) a ‘Following’ role in which research follows on the lines of the finding. (“Improving Linkages between Research and Education Reform”; Report of Regional Seminar 1990, International Cooperation in Education, NIER, Japan)

Leading role

The present study intends to find out the extent to which human resource management practices are followed in the colleges affiliated to Bharathiar University, Coimbatore, Tamilnadu. Educational organizations are basically people – processing organizations with the purpose of changing the behaviour of the learners. A systematic planning of manpower resources and its execution significantly contributes to effective functioning of educational institutions. The academic activities are formalized and standardized to meet the stated goals and objectives. The present higher education system requires effective human resource management that aims at enhancing quality and realization of desired goals and objectives.
In this context, the outcomes of the present study may help the authorities of the higher education in India to evolve needed policies and programmes to strengthen the higher education in India. The periodical revision of such educational policies is essential to face the challenges posed by 21st century.

Supporting Role

The outcome of the present study will help the authorities of higher education, both the central and state governments and the curriculum planners to realize the importance of effective human resource management practices in higher educational system. As a quality assurance measure, the study may highlight to what extent the human resource management activities are carried out in colleges and thereby the authorities can take appropriate measures to create congenial academic environment in the citadels of higher learning. These steps may lead to quality enhancement in higher education. This kind of feedback may help the authorities concerned to come out with appropriate strategies in creating a good learning environment for better achievement of learners.

Following role

One of the aims of research is to point out the scope for further research in the area chosen for investigation. It is believed that the present study may also provide more scope for promising research activities in the chosen area of study. The present study will help in evolving a body of organized knowledge in human resource management and provide more scope for further exploration of research activities in human resource management to strengthen the higher educational system in India.

6.7 RESEARCH QUESTIONS

The following research questions are set forth for studying the present investigation:

9. Do the higher educational institutions effectively practice human resource management in sustaining quality?
10. Do the colleges in India create appropriate machineries for successful interaction with the environment?
11. Do the colleges create modern information and communication technology facilities for the teachers to carry out their academic activities?
12. Do all educational institutions plan for its future activities keeping in tune with revolutions taking place in higher educational system?
13. Do the colleges engage in explicit goal setting to ensure organizational effectiveness?
14. What is the level of skills with which the colleges deal with the teachers in terms of extending support and interaction?
15. Do the management authorities of the colleges take measures in disseminating information and induce better communication process among teachers?
16. Do the management authorities of the colleges take effort in staff development programmes as emphasized by National Assessment and Accreditation Council?

6.8 **OBJECTIVES OF THE STUDY**

The present study has both general and specific objectives.

**General Objective**

The general objective of the study is to find out the human resource management practices followed by the colleges in developing teacher potentialities.

**Specific Objectives**

The following are the specific objectives of the study:

xvii) To find out the extent to which the management successfully interacts with its environment.

xviii) To find out the extent to which the management provides modern information and communication technology for the benefit of teachers.

xix) To find out the extent to which the management plans its future steps.

xx) To find out the extent to which the management engages in explicit goal setting.
xxi) To find out the level of skills with which the management deals with its members in terms of giving support, interaction and enthusiasm.

xxii) To find out the extent to which the management disseminates information and induces better communication among teachers.

xxiii) To find out the extent to which the management takes efforts in staff development programmes.

xxiv) To find whether the human resource management functions differ on the basis of certain teacher and institutional related variables.

6.9 TITLE OF THE STUDY

The title of the present research study is precisely stated below:

“A STUDY OF HUMAN RESOURCE MANAGEMENT AT HIGHER EDUCATION LEVEL”

6.10 OPERATIONALIZATION OF VARIABLES

The definitions of important terms used in the study are given below:

Higher Education

The colleges affiliated to Bharathiar University, offering UG and PG courses in general stream.

College Teachers

The teachers working at Government, Government- aided and Un-aided colleges affiliated to Bharathiar University who are the full-time employees of the colleges.

Human Resource Management

Human resource management, an integral but distinctive part of management is concerned with the people and their work, total knowledge, skills, creative abilities, talents and aptitudes of the workforce of an organization as well as the values, attitudes, approaches and beliefs of the individual involved in the affairs of the organization. As a process, it consists of activities such as i) Environmental Interaction ii) ICT Support iii) Planning and Forecasting iv) Goal Setting v) Staff
Support, Interaction and Communication Development vi) Information Dissemination and vii) Faculty Development.

6.11 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 respondents. Bami (1989) emphasizes that only an integrated HRD strategy with an innovative blend of various components leads to organizational excellence. Dayal (1989) maintains that 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 the organizations that employ HRM practices are more profitable than those who 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 work groups. Laabs (1997) proposes that implementing HR strategies maximize employee and organizational effectiveness. Raman (1997) stresses that introducing HRD in organizations contributes 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 Resource 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) illustrates 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.

6.12 ASSUMPTIONS OF THE STUDY

The following are the basic assumptions of the study:
1. Every organization carries out human resource management practices.
2. Human resource management practices are vital for the successful functioning of the organization.
3. The success of an educational enterprise largely depends upon its human resource management strategies.
4. All colleges carry out human resource management practices.
5. The human resource management practices may be identified and measured.
6. Human resource management functions differ from institution to institution.

6.13 HYPOTHESES OF THE STUDY

The present study has both major and specific hypotheses.

Major hypothesis

The major hypothesis of the study is presented below:
The higher educational institutions carry out Human Resource Management practices to a greater extent to attain their goals and objectives.

Specific Hypotheses

The following are the specific hypotheses of the study:
9. The higher educational institutions interact with its environment to a greater extent possible.
10. The management of the colleges, to a greater extent, provides modern information and communication technology for the benefit of the teachers.
11. The management of the college plans its future steps to a greater extent.
12. The college management engages in explicit goal setting to a greater extent in order accomplish goals and objectives.
13. The management of the college provides support, interaction and enthusiasm to its members to greater extent in order to enhance their skills.
14. The management of the college, to a greater extent, disseminates information and carries out communication among its members.
15. The management of the college, to a greater extent, takes efforts in staff development programmes.
16. The human resources management functions in colleges differ on the basis of certain teacher related and institutional related variables.

6.14 RESEARCH STRATEGY

The following research strategy is planned in the present study:

**Stage 1: Problem Clarity**

At this stage, literature scanning is done to conceptualize the variables involved in this study and their relationships.

**Stage 2: Selection of Research Method**

In the second stage, an appropriate research method is selected for the present problem on the basis of literature review and expert opinion.

**Stage 3: Developing Research Tool**

In this stage, relevant questionnaire is developed and validated to collect data from the college teachers.

**Stage 4: Selection of the colleges**

Certain Arts and Science colleges affiliated to Bharathiar University region have been identified and selected for studying the human resource management at higher education level.

**Stage 5: Fixing the Sample**

In this stage, the target population is identified; then the size of the sample is fixed.
**Stage 6: Administration of Tools and Collection of Data**

This stage involves the administration of validated tools and collection of relevant data from the college teachers. The possible response errors are identified and appropriate measures are taken to control them. Further, the threats that affect the internal validity of the study are identified and appropriate measures are taken to control them.

**Stage 7: Data Analysis**

The classified and tabulated data are analyzed using appropriate statistical techniques.

**Stage 8: Presentation of Results**

The analyzed data are presented in terms of findings.

### 6.15 RESEARCH METHOD

In this study, survey method is considered as the appropriate method. The main purpose of selecting survey method is to study the human resource management practices followed by the colleges affiliated to Bharathiar University, Coimbatore.

### 6.16 RESEARCH TOOLS

In the present study, the following research tools were used for data collection.

3. **Human Resource Management Scale (HRMS)** constructed and validated by the researcher.

4. **Personal Data Sheet**

### 6.17 SAMPLE OF THE STUDY

In the present study, 24 Arts and Science colleges affiliated to Bharathiar University, Coimbatore was selected by means of stratified random sampling technique. The stratification was done on the basis of sex, type of college and geographical location of the college. The data were collected from the teachers
working in these Arts and Science colleges. Thus 695 teachers from 24 Arts and Science colleges affiliated to Bharathiar University formed the sample of the study.

6.18 DATA COLLECTION PROCEDURES

In the present study, direct questionnaire administration approach was employed in order to ensure objective collection of data from the respondents. This approach is preferred by the researchers because it ensures a high response rate from the subjects and it gives an opportunity to the researcher to clarify the doubts raised by the respondents.

In the process of data collection, necessary permission was obtained from the Principals of the Arts and Science colleges. Then, on the particular day permitted by the management, the validated questionnaires were administered to the college teachers. Prior to the tool administration, proper instructions were given by the researcher for responding the questionnaire properly. The respondents were assured that the data collected would be kept confidential and would be used for the research purpose only. The respondents were asked to respond all the items in the questionnaire. A congenial environment was maintained in the campus in order to get objective and valid data from the respondents. Thus all possible attempts were made to collect objective data from the target group.

6.19 APPLICATION OF STATISTICAL TECHNIQUES

In the process of analyzing and interpreting the data, the following statistical techniques were applied to arrive at valid conclusions after consultation with statisticians and experts in computing.

- g) Mean and Standard Deviation scores
- h) ‘t’ test
- i) ‘F’ test
- j) Discriminant Function Analysis
- k) Profile Analysis (Stanine Scores)
- l) Principal Component Analysis
6.20 DELIMITATIONS OF THE STUDY

The following are the delimitations of the study:

9. The study was confined to Bharathiar University area.

10. The colleges offering general courses of study that are affiliated to Bharathiar University alone were included.

11. The teachers who are appointed on a full time basis alone are considered.

12. The other categories of teachers such as guest lecturers, teaching assistants, who have temporary services, are not included within the purview of the study.

13. Although the principals of the colleges belong to teaching community, they are not included within the purview of the study for analysis.

14. In the present study human resource management is conceptualized having seven practices being carried out by the management of the colleges and the tool construction was carried out based on the seven practices of human resource management such as, interaction with its environment, provides modern information and communication technology (ICT) for the benefit of teachers, plans its future steps, goal setting, gives support, interaction and enthusiasm to teachers, disseminates information and takes efforts in faculty development programmes.

15. The data are collected only from the teachers working in Arts and Science colleges.

16. Data are collected only from the teachers working at Government, Government-aided and Self-financing colleges which are recognized by the Government of Tamilnadu and the authorities of Bharathiar University, Coimbatore.

6.21 MAJOR FINDINGS OF THE STUDY

The following are the major findings of the study:

1) The HRM functions are effectively carried out by the college management.

2) The female teachers have better positive perception about the role of the college management in carrying out HRM functions when compared with male teachers.
3) The college teachers above 30 years of age show more positive perception regarding the HRM functions carried out by the college management when compared with the teachers below 30 years of age.

4) When compared with the teachers holding Ph.D degree, the non-Ph.D degree holders have more positive perception regarding the HRM functions carried out by the college management.

5) The college teachers below 20 years of teaching experience show more positive perception regarding the role of college management in carrying out HRM functions when compared with the teachers above 20 years of teaching experience.

6) The teachers who have not participated in academic training courses have more positive perception regarding the role of college management in carrying out HRM functions when compared with the training participated teachers.

7) The management of the rural based colleges carries out most of the HRM functions to a greater extent when compared with management of the urban based colleges.

8) The management of autonomous and affiliated colleges does not differ in carrying out HRM functions.

9) The management of women’s colleges carries out the following HRM functions to a greater extent when compared with the management of co-educational colleges.
   a. Environmental Interaction
   b. ICT Support

10) From the remaining five HRM functions, no variation is found between the two types of colleges.

11) The management of government-aided colleges carries out HRM functions to a greater extent when compared with the management of government and self-financing colleges.

12) In the autonomous and affiliated college comparison, no variable is found to be the dominant variable in determining the HRM functions.
13) The three major factors extracted from Human Resource Management scores provided by the teachers working in the colleges affiliated to Bharathiar University, Coimbatore are
   i) Faculty Academic Enrichment
   ii) Techno-Pedagogical Planning
   iii) Academic Sensitivity

6.22 RECOMMENDATIONS OF THE STUDY

Based on the findings arrived at, the following recommendations are made.

1. It is heartening to note that the HRM functions are effectively carried out by the college management. HRM is a systematic technique conducting the organizational affairs towards goal realization and satisfaction of all constituents of the organizational system. Particularly, higher educational institutions are essentially people-processing organizations whose main purpose is to effect desirable changes in the behaviour of learners. In such a critical environment, the HRM functions are to be properly carried out to fulfill the goals and objectives. It is heartening to note that the college managements of Arts and Science colleges affiliated to Bharathiar University, Coimbatore have realized the importance of effective HRM. Such a spirit on the part of the management must be sustained for further growth of the institution.

2. From the study, it is learnt that the female teachers have positive perception about HRM functions of college management when compared with their counterparts. Being submissive and hard working, the women normally accept any kind of responsibilities in the institutional environment unlike male teachers. It must be remembered that contribution of all organizational members is warranted to achieve the goals and objectives. The men folk should not shirk their academic and administrative responsibilities in the educational system. Therefore, there is a need for greater involvement of male teachers in the academic and administrative process. The college management should therefore, delegate appropriate
responsibilities to the male teachers in order to sustain their support and cooperation in the learner transformation process.

3. It is very interesting to note that the non-Ph.D holders have more perception regarding the HRM functions of college management when compared with the teachers holding Ph.D degrees. Most of the Ph.D degree holders have more years of experience in the colleges and this give them a sense of more security and confidence. On most occasions, they may not toe the line of management. Contrary to this, the non-Ph.D holders are the new entrants to the teaching community and they are young and energetic, accepting new responsibilities in the system. They want to extend all possible help to the management. No doubt, the college managements trust the younger elements among the teachers and delegate more responsibilities to them. This is substantiated by another finding of the study which indicates that the college teachers below 20 years of teaching experience show more positive perception regarding the role of college managements in carrying out HRM functions when compared with the teachers above 20 years of teaching experience. It is the right time for the senior teachers to shed their negative personality traits taking into account their importance and seniority in the teaching profession. The college management should also follow a give and take policy by understanding the importance of the experience and expertise possessed by the senior staff for the growth and development of the organization. A frequent management-staff meeting would definitely resolve the unwanted issues.

4. From the study, it is known that the teachers who have not participated in academic training courses, have more positive perception regarding the role of college managements in carrying out HRM functions when compared with the training participated teachers. Training is a continuous process in one’s profession. A teacher has to continuously renew his/her professional competency and skills taking into account changes taking place in teaching pedagogy. Otherwise, they will become outmoded and unfit to deliver the goods in the classroom. It is pointed out here, unlike in India, in foreign countries even the senior teachers are deputed for training by the authorities of colleges and universities. For them, academic training is an integral part of their professional career unlike in India. Therefore, it
is recommended that the senior teachers of Indian colleges should be deputed to training programs to update their skills and knowledge. By virtue of the senior members in the organization, the senior teachers should extend all possible support to the management in carrying out HRM functions in a better way.

5. The study reveals greater perception shown by women college teachers on the HRM functions of the college management than that of the teachers working in the co-educational institutions. In Coimbatore area, all the women’s colleges are run by private management and the co-educational colleges are run by both private and government managements. It is a known fact that the managements of the women’s college are result oriented having a band of committed teachers. Hence HRM functions are carried out effectively in such women’s colleges. In the context of globalization of education and the challenges post by the 21st century, the management of the co-educational institutions should undertake HRM functions to a greater extent in fulfilling the expectations of the learners and the society. In this context, it is recommended that a system of reward may be instituted by the state government for those colleges achieving excellence in the HRM functions. This excellence in HRM functions may be considered as a parameter for NAAC accreditation. Due consideration may be given to these type of institutions while granting autonomous status.

6. The present study points out the equality status of HRM functions both in autonomous and affiliated colleges. Autonomy ensures changes in structural and functional aspects of a college. Such kind of structural and functional changes require greater application of HRM functions in the academic and administrative side of the institutions. But the present study reveals no variation between the autonomous and affiliated colleges in HRM functions. In this context, the concept of autonomy is questionable. The present autonomous colleges warrant more specialized activities of teachers, less formulization of rules and regulations, less standardization of procedures, more decentralization of powers, greater level of integration of academic activities, more autonomy in decision making process and democratic pattern of leadership to govern the institution. There is a need for change in the structural and functioning aspects of autonomous colleges as
recommended by the Kothari Commission (1964-1966) and the National Policy on Education (1986). Hence it is recommended that the UGC should look into this issue and to ensure necessary changes in the structural and functional mechanisms of autonomous colleges. For this purpose, the UGC may constitute a committee to look into this issue to ensure effective HRM functions in autonomous colleges.

7. The present study shows the greater level of HRM functions in government-aided institutions when compared with the government and self-financing institutions. Absence of a strong leadership, member commitment and organizational structural pattern may contribute to low level HRM functions in government and self-financing institutions. In most of the government and self-financing colleges, the principals and the other teaching staff are not appointed on a regular basis, unlike government-aided colleges. It is also pointed out that the government and self-financing colleges do not have governing bodies to effectively transact HRM functions. In this context, it is recommended that the government should come out with a policy, mandatory for making all government and self-financing colleges to have governing bodies as a mandatory provision. Mere creation of such bodies for name sake is not sufficient. Such bodies must be created for action.

8. The factor analysis reveals the identification of three major dimensions of HRM. They are faculty academic enrichment, techno-pedagogical planning and academic sensitivity. The three dimensions largely determine the HRM functions in the affiliated colleges of Bharathiar University, Coimbatore. These dimensions focus more on sustaining academic quality of educational institutions. In this connection, the management may constitute “Quality Circle” in the colleges to provide advice and opinion for effectively carrying out HRM functions.

6.23 SUGGESTIONS FOR FURTHER RESEARCH

The following topics are suggested for further exploration of research related to the present study.
1. In the present study, the colleges affiliated to Bharathiar University, Coimbatore were selected to conduct the investigation. The same topic may be replicated in other colleges affiliated with other universities.

2. Universities play crucial role in HRM functions. Hence similar studies may be conducted in the universities as a case study approach. A comparative analysis between or among the universities on the same topic may be a promising scope for further exploration of research.

3. At present, professional courses are gaining momentum. Hence similar studies may be conducted in Engineering colleges, Medical colleges and Teacher Training colleges.

4. Further, there is a scope for conducting studies in the respective universities which are affiliation granting bodies. These universities may be either unitary or affiliated in type.

5. There is wider scope for studying the influence of HRM functions on organizational effectiveness outputs such as student achievement, teacher commitment and job satisfaction in the organizational setting. Interesting researchers may investigate this study.

6.24 CONCLUSION

Educational organizations require effective HRM functions to realize stated goals and objectives. Effective HRM ensures greater organizational effectiveness. The present higher educational scenario requires effective application of HRM functions to govern the educational institutions. The present study attempted to find out the extent of HRM functions carried out by the college management. The present study reveals greater application of HRM functions in the college system, although the HRM functions differ on the basis of certain teacher and institutional related variables. Based on the findings, appropriate recommendations are made and the scope for further exploration of research in this area is suggested.