CHAPTER I
INTRODUCTION, SCOPE AND METHODOLOGY

Human resource management has witnessed many changes in recent years. Increasing globalisation, liberalisation, research output in behavioural sciences, technological advances and advances in training methodology and practices have caused expansion of the scope of human resource management in last two decades. The role of human resource management has changed from merely managing regulatory functions to ‘organisation wide processes’. In other words it has transformed itself from ‘Personnel Management’ to Strategic Human Resource Management. And human resource management has become imperative for the survival of an organisation in the globalising economy.

Organisations are primarily comprised of three types of assets to produce goods and services, namely, financial assets, physical assets and intangible assets. Intangible assets include intellectual capital, goodwill and human capital. Human capital is the most important intangible asset for an organisation that contributes to the growth of organisations, communities and nations. However, human capital is not about describing people as economic units, rather it is a way of reflecting people as critical contributors to an organisation’s success. Thus, the success of any organisation depends on how well it is managing this asset to ensure maximum return to their investment. In the same way employees and providers of human capital want to ensure they are getting the appropriate return for their invested efforts through salary, bonuses, benefits and so on. If organisation understands how its human resource contributes to their business success, it can be run more efficiently.

Rapid change has made companies realise human resource are the key to organisational growth and excellence. Successful human resource policies and practices can escalate performance in different areas such as productivity, quality and financial performance. “Human resource practices are competitively important not because they fit employees to the requirements of business process but because they acquire, develop and retain human capital that is not available to other firms. In this light, human capital is one of the key
assets that drive value creation” (Chartered Institute of Personnel & Development, 2002). Consequently, human resource practices are the means by which organisations develop and mobilise this key asset.

**Human Resource Management (HRM) and Education**

The role of education in present days hardly needs any advocacy. The level of education decides the fate of a society. “Schools are maintained by a society to achieve certain purpose. They do not exist in a vacuum. They are part and parcel of the society which maintains them, and in a democracy they perform the essential function of preparing the people for responsible citizenship” (Newell, 1978). The purpose may be social, political or economic. In modernising countries education may achieve a central role precisely because it is one of the principal instruments for change available to the polity (Coleman, 1965).

Education is a fundamental human right as declared by Universal Declaration of Human Rights and a crucial mean to effective people’s participation in rapidly globalising economies. Education provides solution for diverse problems that plague our society which on the first place are due to lack of education. As R. P. Singh (2008) has said, “I personally regard that a proper resolution to all socio-economic problems generally emanates from the educational system.”

In a country like India education has to play an additional role as described by Franklin D. Roosevelt, “Democracy can not succeed unless those who express their choice are prepared to choose wisely. The safeguard of democracy, therefore, is education.” The outcome of all the policies formed by the government therefore depends upon the level of education of that particular society. Kofi Annan (UNESCO) further illustrates, “Education is a human right with immense power to transform. On its foundation rest the cornerstone of freedom, democracy and human development.”

According to Secondary Education Commission (1953) “If a democracy like ours is to survive – a democracy which harbors so many faiths, races and communities – education must cultivate in our youth an openness of mind and largeness of heart which could
make them capable of entertaining and of blending into harmonious pattern differences in ideas and behavior.”

Education is considered as an only instrument for social change. A person with an ability to read and write only a few words with understanding can not contribute in bringing social change. It is also the single most important factor which assists in improving practical skills which, in turn, raise productivity and production and thereby, additional income and wealth. “In a developing country like India which lacks both economic affluence and sufficiently trained labor force, the human resource development is imperative and not merely because of abundance of unskilled and uneducated labor, but also for strengthening the capabilities of the human factor which interacts with all other factors of production at every stage and in varying capacities” (Ansari, 1987). As per the International Commission on Education for Twenty First Century, education is at the heart of both personal and community development; its mission is to enable each of us, without exception, to develop all our talents to the full and to realise our creative potential, including responsibility for our lives and achievement of our personal aims.

Thus, the Indian government has been trying its best to improve literacy rates through various policies and schemes, commissions and committees. To a great extent the government has succeeded in improving the literacy rate which has now reached to 74% (census 2011) from 18.3% in 1951. However, merely spreading literacy can not solve the purpose as literacy is the door to education which is a broader concept in itself. “Unless the quality of education is also improved, spread of mere literacy may create more problems than it solves. Quantitative expansion always carries with it a risk of deterioration in quality. Without improvement in the quality of education, there is a danger that increase in its spread may only increase the destruction of man” (Bhatt, 1995). Twelfth Five Year plan has clearly stated the need to redefine literacy and go for a paradigm shift from basic literacy to lifelong learning. The plan further says that in the present technology driven knowledge-based competitive economy, even the basic ability to read and write with understanding is not enough. In fact, literacy is the entry point to basic education and a stepping stone to lifelong education. Lifelong learning is today essential for survival and
for enhancing people’s quality of life, as well as for national, human, social and economic development.

Moreover education has other progressive aims than to merely equip a pupil for a career or enable him to earn bread and butter or getting him through his examinations. The main task of schools and universities, it appears is not stuffing pupil and student with examination gobbets of information; but to train them how to learn, to think, to understand, to appreciate, to make use of knowledge and to discover the values of it – its usefulness, its clarifying and revealing powers, its insight, its truth (Gurrey, 1963). Education was not invented in order to enable men to produce more goods and services, but to enable them to understand better the world in which they live so as to fulfill their potential capacities, whether spiritual, intellectual, or material (Burns, 1963). The Indian Education Commission (1964-66) pointed out, the programme of quality improvement need to be accorded much higher priority than has been accorded standards to them in the past. The educational standards have to be adequate, kept continuously rising and should internally be comparable. Apart from additional resource, this implies a very big challenge to educational planners, administrators, teachers and students.

No matter how well written the education policies are, outcome of these policies depends on the effectiveness of educational structure devised by a country. And most importantly the education system of every society should serve its development needs and include every group in its purview so that no one is excluded in the process of development. The International Commission on Education affirms its belief that education has a fundamental role to play in personal and social development. The Commission does not see education as a miracle cure or a magic formula opening the door to world in which all ideals will be attained, but as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.

**Development of School Education in India Since Independence**

There are couple of benchmarks in educational development, since independence. Sargent Commission 1944 introduced the idea for a long-term development of education in India.
The Indian government however did not encourage the idea due to urge of national transformation and desired faster growth. After independence the national government appointed the University Education Commission under Dr. Sarvepalli Radhakrishnan. The commission pointed out higher education as the primary concern of the national government for producing qualified manpower. Consequently, Secondary Education Commission under the chairmanship of A. Lakshmanswami Mudaliar was appointed. The commission submitted its report in 1952. It challenged the Wood’s dispatch (1854) model of 10 year of schooling followed by two years of intermediate education and two years of graduation. Mudaliar Commission recommended 11 years of schooling followed by three years of graduation. Eleven years of schooling was divided into eight years of common schooling followed by three years of multi-purpose education through diversified curriculum in several streams like science, humanities, commerce, agriculture, etc.

The next important benchmark was the Education Commission under the chairmanship of D. S. Kothari. The commission submitted its report in 1966. Kothari Commission dealt with all the levels of education - primary to higher and vocational education. It made a comprehensive review of the entire field of education and recommended further structural changes in secondary education. The present structure of ten years of common schooling followed by two years of senior secondary education through diversified curriculum in streams like science, humanities, commerce, etc., and three years college education leading to the first degree is based on Kothari Commission’s recommendation. The senior secondary classes namely 11\textsuperscript{th} and 12\textsuperscript{th} grades, are taught in senior secondary schools, degree colleges and intermediate colleges. The duration of school education increased by one year. The main aim of diversification in the 11\textsuperscript{th} standard was to direct maximum students into vocational and job-oriented courses to make them employable. Further the commission emphasised the adoption of a common school system of public education, an appropriate language policy, qualititative improvement, promotion of national unity, improvement in teaching methods and teacher evaluation system for development of school education as a whole.

In July, 1968 Government of India introduced National Policy on Education. The policy was based on the recommendations of Kothari commission, and it supported the newly
advocated structure of school education. The policy stressed on compulsory education for all children up to the age of 14 and the better training and education for teachers. In 1986, Rajiv Gandhi announced a new education policy, the National Policy on Education (NPE). The policy was intended to raise education standards and increase access to education. The NPE 1986 also broadly dealt with the secondary education and recommended the implementation of national curricular framework with a common structure (10+2+3) through out the country. It also emphasised on the need for developing a common school system and providing equal educational opportunities especially to women, scheduled castes and scheduled tribes. To attain this objective the policy proposed for providing scholarships, recruiting more teachers from SCs, supporting poor students. The NPE launched ‘Operation Blackboard’ to develop primary schools. Vocational education was given special consideration to prepare student for future employment. Various other centrally sponsored schemes were launched. Later, the National Policy on Education 1986 was modified by P.V. Narasimha Rao Government.

Five–Year plans have also contributed to the development of education by providing basic framework to various educational policies and schemes. First five year plan was launched in 1951. During the first plan (1951-56) the stress was laid on the opening of the multi–purpose schools and technical schools separately or as a part of multipurpose schools and provision for agriculture education in rural schools. Second Five-Year Plan (1956-60) underlined the need for re-orientation of secondary education. Under Third Plan (1961-65), the schemes were consolidated. During Fourth Plan (1969-74), large number of primary, upper primary and secondary schools were established. The plan emphasised on increasing student enrolment and improving teacher education through in-service education programmes. Fifth Five-Year Plan (1975-79) stressed on the expansion of educational facilities mainly in rural and backward areas. Sixth Plan (1980-85) also emphasised on improving student enrolment. Seventh Five-Year Plan (1985-90) emphasised the expansion of education facilities for the under-privileged sections. Eighth Plan (1992-97) consolidated the provisions of NPE 1986. Ninth Five-Year Plan (1997-2002) focused on reducing disparities, renewal of curricula, vocationalisation of education, developing teacher training, maximum use of information and technology, free education for girls, minorities’ education, etc. Tenth Plan highlighted the expansion of secondary education and promoting
quality education. Eleventh Five-Year Plan (2007-2012) emphasised on reducing dropout rates, expansion of secondary education, promotion of ICT, professional development of teachers and teacher educators. And the Twelfth Five Year Plan which was launched in 2012 targets on achieving 80 per cent of literacy, to achieve Mean Years of Schooling of 7 by 2016-17, eliminate social and gender gaps in enrolment by 2016-17, increase secondary education GER to 90 percent, increase senior secondary education GER to 65 percent, reduce secondary dropout rate less than 25 percent, reduce gender gap in literacy to 10 percent points.

School Education - Present Scenario

School education covers about 15 years from pre primary to senior secondary stages. Three years of pre-primary followed by 12 years of schooling. The 12 years of school education has been further divided into four stages – primary, upper primary, secondary and senior secondary comprising five, three, and two years of education, respectively. Though India adopted a common pattern of 10+2 years of schooling, the internal structure of school education still varies from state to state. In many states, primary education comprises the first four years. In certain other states, primary and upper primary classes are not differentiated and comprise seven years of schooling followed by three years of secondary education. Nevertheless, the common pattern is ten years of schooling leading to the first qualifying public examination followed by two years of senior secondary education as recommended by the Kothari Commission (Mukhopadhay, 2007). The new policy under Right to Education Act (2009) ensures free and compulsory education for the children in the age group of 6-14.

The state of Punjab’s education structure and system is based on the national pattern with 12 years of schooling consisting of eight years of compulsory elementary (I-VIII), two years of secondary (IX-X), and two years of senior secondary (XI-XII) education, with three years of pre-primary education. The eight years of elementary education are divided into five years of primary and three years of upper primary education for the age group 6-11 years and 11-14 years respectively.
The educational structure and system of union territory of Chandigarh is also based on the national level pattern, it has a system of 12 years’ of schooling which consists of eight years of elementary education from classes I to VIII, two years of secondary education in classes IX and XII. This system is also preceded by two years of pre-primary education.

The eight years of elementary education is sub-classified into five years of primary and three years of middle level education for the age group of 6-11 years and 11-14 years, respectively.

![Formal Structure of Education](image)

**Figure 1.1**

**FORMAL STRUCTURE OF EDUCATION**

**Secondary Education**

India has a large pool of human resource and this human resource needs to be properly guided and trained. Only primary education cannot enable a person to be part of individual and national development that can be realised positively through secondary
education. The free and compulsory education under Right to Education Act (2009) has posed a challenge to secondary education due to increasing enrolment. Besides secondary education is the only way to higher education which is again a step further towards development. According to NPE (1968), education opportunity at secondary (and higher) level is a major instrument of social change and transformation. Therefore facilities for secondary education should accordingly be extended expeditiously to areas and classes, which have been denied these in the past.

According to NPE (1986), secondary education begins to expose students to the different roles of science, humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunity to understand their constitutional duties and rights as citizens. The Secondary education begins at the age of 14 and lasts 4 years. The four-years secondary stage is equally divided between the secondary and senior secondary levels. Secondary, up to class 10 is the stage of general education. Senior secondary classes XI and XII are marked by differentiation and diversification. Twelfth five year plan has also highlighted the importance of secondary education. According to the plan there are both social and economic benefits of secondary schooling. While there are clear improvements in health, gender equality and living conditions with secondary education, investments in secondary schooling have high marginal rates of return.

Secondary education provides teachers for both elementary and adult education. It also prepares pupils for both universities and other institutions of higher learning. Besides, it is the stage which all countries marks the completion of education for the vast majority. Even the minority which goes for higher education cannot take full advantage of the wider opportunities offered by the universities unless they have received their grounding in a system of sound secondary education (Bhatt, 1995). Twelfth Plan has defined goals for secondary education as follows:

1. Achieve, near-universal enrolment in secondary education, with the Gross Enrolment Ratio (GER) exceeding 90 per cent by 2017;
2. Raise the GER at the higher secondary level to 65 per cent by 2017;
3. Reduce Dropout rate to less than 25 per cent by 2017;
4. Ensure quality secondary education with relevant skills including basic competency in mathematics, science, languages and communication;
5. Implement common curricula and syllabi of nationally acceptable standards for Science, Maths, and English in all schools in the country;
6. Develop life skills including skills of critical and constructive thinking, use of ICT, organisation and leadership, and community services.

Key elements of the strategy to achieve these objectives include consolidation and optimum use of existing resources; facilitating private growth, improving quality, focus on teacher availability and teacher training, ICT integration in education and renewed focus on vocational education at the secondary level.

According to NCERT and Board of school education, the secondary stage of education is becoming increasingly important. The content and process of education have to undergo continuous re-organisation and upgradation, because of explosion of knowledge in the field of education. The curriculum at the secondary stage includes, three languages (Hindi, English and local language), Mathematics, Science, and Technology, Social Sciences, Work Experience, Pre-Vocational skills, Art Education, Health and Physical Education.

There are four types of schools by management in secondary education: 1) government – established by state governments (as well as centrally established); 2) local body – established by elected local government bodies; 3) aided schools – private schools that receive State Government grants-in-aid; and 4) private unaided schools. About 34.0 per cent were government schools, 27.4 per cent private aided schools and 37.7 per cent private unaided schools according to statistics of school education 2010-11. Percentage of schools established by local bodies was as insignificant as 0.9 per cent. There are no such schools in state of Punjab and the union territory of Chandigarh. Major growth has occurred in private unaided schools in last two decades.

According to latest education statistics the secondary and senior secondary level institutions increased from 7416 in 1951 to 2 lakhs by 2010-11. The relevant population of the children at the secondary and senior secondary level as seen in 1996-97 had been estimated as 9.6 crore. Against this population, the enrolment of 1977-78 showed that only
2.72 crore were attending schools. The dropout rate for class I-V was 27.0 per cent, for I-VIII it was 40.6 per cent and 49.3 per cent for class I-X.

India contains about 1396331 school educational institutions in total with an enrolment of about 248.5 million students as per the Education Stats 2010-11. Out of this total number of school institutions 128370 and 71814 are secondary and senior secondary schools respectively. According to Twelfth five year plan the growth of enrolment in secondary education accelerated from 4.3 per cent per year during the 1990s to 6.27 per year in the decade ending 2009-10. Youth literacy increased from 60 per cent in 1983 to 91 per cent in 2009-10 and adult literacy improved from 64.8 per cent in 2001 to 74 per cent in 2011.

### Gross Enrolment Ratio for Education (2010-11)

**Table 1.1**

<table>
<thead>
<tr>
<th>Level</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Level</td>
<td>69.0</td>
<td>60.8</td>
<td>65.0</td>
</tr>
<tr>
<td>Senior Secondary Level</td>
<td>42.2</td>
<td>36.1</td>
<td>39.3</td>
</tr>
<tr>
<td>Both Secondary and Senior</td>
<td>55.5</td>
<td>48.4</td>
<td>52.1</td>
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Source: Statistics of School Education (MHRD)

### Problems of Secondary Education in India

There is no intention to deny the usefulness of education as an instrument of change but education can achieve the desired goals only under certain minimal conditions. These conditions are: a commitment on part of the agent of change to the goals of change, a relative clarity about the message of change, and the existence of an objective situation in
which the new values seem to provide guidance and legitimacy to an increasingly larger section of the population that is influenced by education. It appears that these conditions are not fulfilled in India today (Gore, 1994). While the importance of secondary education in a democratic society is thus beyond question, it has to be admitted that it has generally been considered as the weakest link in the India’s educational chain. Universities complain that the products of the secondary schools do not come up to their competence to serve as teachers in elementary or social education. The public feel that secondary education does not serve its main purpose in different walks of life. Because of the unsatisfactory quality of secondary education, both elementary and higher education have suffered. One of the main defects in our system of secondary education has been that it lacks a clear definition of its objectives and scope. It has generally been treated as a mere continuation of primary education or only preparation for higher education in colleges and universities (Bhatt, 1995).

Secondary Education Commission (1953) pointed out about the education scenario that, “education was too bookish and mechanical, stereotyped and rigidly uniform and did not cater to the different aptitudes of the pupil or to pupils of different aptitudes. Nor did it develop those basic qualities of discipline, cooperation and leadership which were calculated to make them function as useful citizens. The stress on examinations, the over crowded syllabus, the methods of teaching and lack of proper material amenities tended to make education a burden rather than a joyous experience to the youthful mind. The unilateral scheme of studies is concentrated almost entirely on qualities of leadership. For various reasons, standards of discipline have become deplorable in recent decades and a special effort need to be made to improve them.” After so many decades the situation is more or less the same. And the provisions of Right to Education Act (2009) has put some extra stress on secondary education. Our examination system seems to be some memory test.

The other problem faced by our education curriculum is value education. “Education is a process of developing the human personality in all its dimensions- intellectual, physical, social, moral and spiritual. But for a variety of reasons, the effective dimension of personality has in recent times been seriously neglected in our education. Education today
has degenerated into a process of information-transmission with the sole objective of passing examinations” (Pathak, 2007). Secondary Education Commission states that if a democracy like ours is to survive – a democracy which harbors so many faiths, races and communities – education must cultivate in our youth a openness of mind and largeness of heart which would make them capable of entertaining and of blending into a harmonious pattern differences in ideas and behavior. It is not our purpose to enumerate a list of values to be inculcated. What we would like to emphasise is the need to pay attention to the inculcation of right values in the students at all stages of education (Kothari Commission, 1964-66).

There is dearth of vocational courses and effective vocational training in secondary education. “In most of the advanced countries vocational training starts at the secondary level of education. Here in India boys run after service because of lack of vocational training and service is not available in such a large number. The present education is such in character that it draws away the youth from their ancestral vocations. This has resulted into large-scale unemployment of educated persons” (Chaube & Chaube, 2007). The other problem with Indian education system is that it is somewhat irrelevant. “Relevance or irrelevance of a system has to be judged in terms of certain criteria or goals. Relevance here means that the system imparts to him the type of knowledge or skill that he needs or thinks he needs” (Gore, 1994). Last but not the least, the educational planning should be more rational. As mentioned by the International Commission on Education, “education policy must be sufficiently diversified and must be so designed as not to become another contributory cause of social exclusion.”

The Kothari Commission recommends for common school system. It further says that the existing discrimination between schools under different managements should be reduced to the minimum and all schools should be provided with the minimum essential conditions necessary for good education. All the teachers should have equality of privileges irrespective of the different managements under whom they serve. The conditions of work and service under different types of managements should be similar. The methods of recruitment should also be essentially similar.
To achieve our national goals in the field of education and to implement effectively the National Policy on Education and to improve the quality of education, there is a clear need to professionalise the management of education. For increasing efficiency and making qualitative changes, it would be necessary to have qualified and trained educational administrators and managers at the key levels of the system (Mahajan & Khullar, 2000).

**Education and Administration**

One usual defect in development planning is a tendency to overlook the administrative element. Many development plans make no or inadequate provision for administrative development. They outline economic and social targets but do not contain any guidance on problems concerning the administrative machinery necessary to carry them out. This imbalance is called “the administrative gap” or “the implementation gap”, and is one of the most serious obstacles to national development (UN, 1975).

L. D. White (1958) has described administration as an art of the direction, coordination, and control of many persons to achieve some purpose or objective. Administration may also be defined as “the organisation and direction of human and material resources to achieve desired ends. In this sense, administration is universal, a part of all enterprise, large or small (Pffifner & Presthus, 1953). Dimock and Dimock (1960) has defined administration as a planned approach to the solving of all kinds of problems in almost every individual group activity, both public and private.

However, educational administration is predominantly concerned with the educational objectives. “The educational administration is a human process. Its major objectives is to build the personality of the rising generation. Thus, it is something much more constructive than any other of administration” (Mathur, 1969). It has a central role to play towards the progress of the nation as a whole. The main difference between general administration and educational administration is of goals and objectives, though the process and principles are almost identical. “In educational administration, individual, his needs and his quest for perfection are glorified while in general administration no such high ideals are involved. The general administration is broadly legalistic and punitive in
outlook. The educational administration is humanistic and reformist in its approach” (Mathur, 1969).

In India, where we are still fighting to eradicate various socio-economic problems, spreading literacy can not help our nation to remove them successfully. Henceforth, the government of India has been trying to improve the quality of education through various schemes and programs. The whole performance of these programs basically rest upon the people responsible for implementation. When it comes to education schemes we need a perfect management system to deal with the challenges on the way. Plans for improvement of education, up gradation of teaching methods, introduction of latest materials of instruction, new patterns of curriculum and the teacher participation in the administrative process will be effective only if the people who develop them are competent enough to carry them out efficiently.

Organisational climate affects every individual in an organisation. It is particularly influential in the lives of children, who are still at impressionable age. The type of climate which develops in a school is induced to considerable degree by the administrator, who typically yields more influence than any other single individual in a school, while the climate in classroom is largely induced by the teacher (Newell, 1978).

To make the educational administration competent enough, we need to harness the benefits of HRM as in other public and private organisations.

**HRM Defined**

Basically HRM refers to a set of programmes, functions and activities designed and carried out in order to maximise both employee as well as organisational effectiveness. The definitions of HRM can be summarised as under : 

- A series of integrated decisions that form the employment relationship ; their quality contributes to the ability of the organisations and the employees to achieve their objective.
- Is concerned with the people dimension in management. Since every organisation is made up of people, acquiring their services, developing their skills, motivating them to higher levels of performance and ensuring that they continue to maintain their commitment to the organisation are essential to achieving organisational
objectives. This is true regardless of the type of organisation—government, business, education, health, recreation or social action.

- Management is the planning, organising, directing and controlling of the procurement, development, compensation, integration, maintenance & separation of human resources to the end that individual, organisational and social objectives are accomplished.

**Objectives of HRM**

For Aswathappa (2005), the primary objective of HRM is to ensure the availability of a competent and willing workforce to an organisation. Beyond this, there are other objectives too—

- Societal objectives: Legal compliance, benefits, Union-management relations
- Organisational objectives: Human Resource planning, Employee Relations, Selection, Training and Development
- Functional objectives: Appraisal, Placement, Assessment
- Personal objectives: Training and Development, Appraisal, Placement, Compensation, Assessment

Regardless the type of an organisation, the objectives are more or less the same.

Another viewpoint defines HRM as a strategic and coherent approach to the management of an organisation’s most valued assets—the people working there, who individually and collectively contribute to the achievement of it’s objectives (Armstrong, 2008).

The principles and techniques of HRM can also be applied to education administration to garner the maximum output. In India there is no dearth of education policies, here the question is how to implement them effectively, that can only be possible with the help of personnel involved in educational structure from top to bottom. Unless they are not giving their maximum, we should not expect much out of these policies and schemes of the government which are continuously striving to educate our society. Our society is very much different from other emerging nations, consequently, the systems of other countries can not bring about any positive outcomes here. India needs an education structure which provides its huge population an appropriate environment to fulfill their needs whether intellectual or material. Moreover new challenges set by globalisation has forced developing
countries to restructure their curriculum and to meet these priorities. The education structure has to be upgraded.

**Major Aspects of HRM**

- **Human Resource Planning:** HR planning is the process of systematically reviewing the current and future human resource requirement for an organisation to achieve its objectives in terms of quality and quantity. It is basically concerned with demand and supply of labor. All human resource activities start with human resource planning.

- **Job Analysis:** It is the process of defining the job in terms of its components, tasks, abilities, responsibilities or duties and the skill or knowledge needed to perform the work. The main purpose of conducting job analysis is to prepare job descriptions and job specifications which helps in hiring the right quality of personnel into an organisation. It also helps in differentiating one job from all others. Job analysis is done through various methods like observation, interviews, questionnaires, surveys, critical incident and work diaries.

![Job Analysis Diagram](image)

**Figure 1.2**
• Job Description: It is a written statement of a specific job and generally includes duties, purpose, responsibilities, scope and working conditions of a job along with job’s title and name. “It is concerned with the job itself and not with the work” (Scott et al, 1997).

• Job specification: It is statement of minimum and acceptable qualities of employees necessary to perform job effectively.

• Job Design: Job design specifies the contents, methods and relationships of jobs in order to satisfy work requirements for productivity, efficiency and quality, meet the needs of the job holder and thus increase levels of employee engagement (Armstrong, 2009).

• Recruitment: Recruitment is considered the most important function of human resource management. “The process begins when new recruits are sought and ends when their applicants are selected” (Berther & Davis, 1996). For hiring efficient and capable employees, proper attention should be given to scientific selection of employees which ensures “right man for right job”.

• Training and Development: Training is just one of the several possible solution to organisational and individual performance problems. Whether training is the right solution depends on the cause of the problem and the cost/benefit ratios of the other alternatives. Thus training processes are similar to problem solving processes (Blanchard & Thacker, 2005). In general terms training can be defined as the act of increasing the skills of an employee for doing a particular job (Flippo, 1984).

• Compensation and Benefits: Compensation is an integral part of human resource management which helps in motivating the employees and improving organisational effectiveness. It includes monetary and non-monetary benefits to employees.

• Performance Appraisal: Performance appraisal is the systematic evaluation of the individual with regard to his or her performance on the job and his potential for development (Beach, 1980). Performance appraisal helps the organisations know how well the employees has performed in comparison with the standards set by an organisation. The good performance appraisal system should be ‘valid’, ‘reliable’, and ‘free from bias’.

18
Chapter I

Review of Literature

A literature review is an evaluative report of studies found in literature related to the research area. Literature review not only helps in justifying the study, but allows us to establish our theoretical framework and methodological focus. In a study literature review is also important as it ensures originality and relevance of the research problem. After examining the literature in the research problem, its review has been classified and presented in the following themes under focus so as to formulate the research questions and objectives in an appropriate conceptual framework:

Educational Administration, Personnel Development and Human Resource Management

Castetter (1962) has studied the various aspects of school personnel viz., Recruitment, Selection, Induction, Development of Personnel, Appraisal, General Welfare, Tenure and Retirement policies in America. His work suggests that the impact of social changes calls for efforts which will require the cooperation and support of many persons within and outside the field of education. For local communities it will mean wider participation in decisions which affect the quality of the school program. For Boards of Education, administrators and staff members, it will mean, among other things, a concerted effort to lift the salaries of the professional educators to a substantially high level.

Newell (1978), from University of Maryland has studied the human behavior in education administration. He found that an administrator’s values, attitudes and practices influence behavior throughout an organisation and all are affected by his action. What an administrator does or fails to do effects organisational climate. This climate further affects every individual in an organisation. It is particularly influential in lives of children, who are still at an impressionable age. This type of climate which develops in a school is induced to a considerable degree by the administrator who typically wields more influence than any other single individual in a school, while the climate in a classroom is largely induced by the teacher. The author found that the climate in many schools and classrooms is not what it ought to be.

Rajput (1985) in his study observed that the teachers are, by and large in all countries, paid low in comparison to other services. In India also rationalisation of pay structures of
teachers is urgently needed. The promotion system is required to be improved. Seniority, experience, age must get their due recognition at suitable stages. Merit must find outlets for reward and recognition.

Rebore’s (1987) book is based upon the administrative systems of American schools. He discussed in detail the HRM practices in American schools. In his book the author has concluded that the most critical functions in school are personnel administration, instructional programs administration and support services administration. Each of these functions has goals that are implemented through administrative procedure and technique which is collectively referred to as management. This book, of course, centers on the personnel function and its management.

Gupta (1987) has emphasised the importance of human relation in education administration in his work. According to him better results can be achieved by good human relations rather than by good rules and regulations. If education is a tool for social transformation, as it is, education should inculcate a sense of identification and sense of one’s fellowship. The education administrator must make all out efforts to create goodwill and understanding of co-operation between the various categories of workers.

Mathew (1989) in his article has reviewed the need of stimulating the service conditions of school personnel in attracting the right type of persons to the teaching profession and retraining them in the profession. In his study he rightly deals with promotional avenues for teachers, retirement benefits, supply and recruitment of school teachers and how these factors effect the quality of school education.

Chaudhary & Gatembu (1989) conducted a study to investigate the leadership style of principals in a sample derived from high/higher secondary schools of Chandigarh and its relationship with job satisfaction among teachers. The leadership style found prevalent in the schools under the study was democratic. Both the principals and the teacher perceived the leadership style as democratic. Consequently, both the groups were found highly satisfied with their respective job.

Raza et al (1990) has stressed the importance of training as a necessary pre-condition in the recruitment of teachers. He further reveals that training is considered an essential input
in building up efficient manpower in the teaching profession. Although efforts have been made to impart training to teachers, a large section of teachers remain untrained. The professional training of teachers is essential not only to renovate teaching methods but also to neutralise the impact of traditional values nurtured by the social system.

Majumdar (1995) portrays that the reality of schooling system in many, though not all, Indian villages is down right terrible. The schools are hardly functioning with low teacher pupil ratio, teacher absenteeism, lack of adequate training facilities for teachers, lack of accountability in the school system, and poor quality of basic facilities and teaching material. Goals and policies are laid down, numerous discussions ensue but these basic problems remain unnoticed and unsolved.

Glover & Law (1996) examined professional development in educational administration. In their view, in institutions where a positive professional development culture exists, staff regularly review, enhance and change their roles. The study also points out privatisation of in-service training. According to the study there are five organisational elements which contributes to developing a framework for understanding professional development in organisation. These elements are – Information, Planning, Resources, Evaluation and Networks.

Rao (1996) has related the scientific management processes with school management and how these can be successfully used in school management systems to make teaching more effective. He has related the management techniques like manpower planning, shifting attitude, freedom of revision, decentralised decision making, worker involvement of work improvement, problem formulation, job redesign, conflict resolution, HRD at shop floor level, etc. with school management.

Kaut (1997), in his empirical study has reviewed the management system in schools and level of teacher effectiveness and their relationship with job satisfaction. He has tried to analyse the conditions conducive to job satisfaction and the role of the principle as a leader of the organisation. He has reviewed in detail the management processes like planning, decision making, relationships, communication, leadership.

Harel and Tzafrir (2001) in their study examines empirically if there are differences in the way that HRM practices are performed in the private and public sectors of the
economy. The authors focused on the macro-level of the organisation and its productivity. On the basis of 102 questionnaires representing 44 percent of the firms contacted, the authors found that public sector management emphasises those HRM domains that deal with employee selection and grievance procedure because of the sector’s high level of unionisation. On the other hand, private sector management emphasises employee growth and pay for performance.

Muijis and Reynold’s (2002) work is a UK based research about teacher’s effectiveness in UK that has scarcely developed as a specialty in the last 30 years from the year in which study was published. The research work has reviewed class room and behavior management, which has provided firm foundations for creating classroom environments in which learning can take place. According to the study effective teaching practices within low socio-economic status contexts involve - the teacher behavior of generating a warm and supportive affect by letting children know help is available ; getting a response, before moving on to the next bit of material and the use of experience of pupil.

Sidiqui (2002) says that the faculty development programs of all kind need a re-look from the point of view of their effectiveness in terms of objectives for which these are established. With regard to their effect on teaching, learning and quality of education suggests that rarely any effort has been made to follow up these programs, once undergone by the teachers, they have been able to bring improvements in quality of their teaching and education. There seem to be no structured monitoring and accountability system to evaluate the effectiveness of these programs.

Kaur (2002) in her study compared the organisational climate and job satisfaction of teachers in government and private elementary schools. The inter relationship of both the variables has also been analysed. Sample of study consisted of 300 teachers from 10 government and 10 private elementary schools. The results of the study showed that favorable organizational climate of elementary schools is positively associated with high level of teacher job satisfaction. Since the study shows that organisational climate is associated with higher level of job satisfaction, it is the responsibility of administrative authorities to create favorable environment in educational institutions. Furthermore, the
principal is the key person responsible in maintaining organizational climate and behavior of teachers.

Aditee (2004) in her research study has related the teacher effectiveness of secondary schools with their workload. Her study aims at giving an insight into the workload of Secondary School Teachers. And the findings show that the workload on teacher is very heavy and unequally distributed. There is great need for equalizing and reducing the workload.

Singh (2004) in his research study has covered different variables viz. job stress, job satisfaction and organisation behavior in education administration. His study mainly focuses on constructing job satisfaction scale and administrative behavior scale other than the relationship between above mentioned variables and their affect on principals of high/senior secondary schools. The sample was collected from 10 districts of Punjab state. The findings of the study show positive relationship between job satisfaction and administrative behavior of principals. According to the study the principals with higher qualification demonstrate better administrative behavior than the principals with lower professional qualification. Furthermore, principals of government schools have shown better administrative behavior as compared to principals of private schools.

Gill et al’s (2005) paper examines the school education sector of Punjab state from three dimensions viz. education progress in terms of growing number of schools, students, teachers etc., public expenditure on school education; and financing patterns and practices of secondary education. The study deeply establishes the highly unjust nature of education progress that has taken place in the state. This reveals that Punjab’s educational sector, both public and private, suffers from numerous structural deficiencies. In fact, schools of all categories, in one way or the other, have deviated from the long-cherished goal of education, i.e., social maximum. During the study period (1980-81 to 2001-02), the share of education budget in state budgetary expenditure declined drastically. The average level of per student real expenditure also declined during the later half of study period. From the scrutiny of actual financing practices, it came out that the unaided private schools depended exclusively upon fees and funds charged from students for financing their expenditure. The government owned schools depended essentially upon state grants. The
share of other sources of finance such as voluntary sources and government schemes was found to be very low. These schools are unable to adopt innovative methods of financing education, except from the PTA contribution. There exists a strong case for enhancement of public resources for secondary education along with strong regulation of unaided private education sector in the state. The study analysed clearly that the state has to allocate much higher level of resources in the coming years in order to maintain the average level of real expenditure attained during first sub-period.

Pareek and Rao (2005) in their book have stressed the importance of training for educational planners and administrators. According to them they are responsible for fostering and monitoring the development of education in any country. This category include heads of educational institutions viz. schools, colleges; heads of large systems viz. universities and national and regional level institutions of research and training ; district education officers ; senior superintendents at the state, provincial or regional level; professional specialised planners at centre and state level ; senior administrators at the central level ; other policymakers including ministers, advisors to the ministers etc. The authors have explained in detail their functions, need for training, new challenges in policy making, content and methods of training for educational planners and administrators. They further suggest that more appropriate training technology needs to be developed to meet the unique challenges of modern age.

Haque and Taher (2007) found that a person with high level of job satisfaction holds positive attitude towards the job, and thereby, productivity as well as quality of the goods or services produced increases day by day. In Bangladesh, it seems that employees not only want ‘internally satisfactory salary’ and fringe benefit’ but they also want ‘fair and equitable salary’.

Aguinis and Kraiger (2009) in their article reviewed training and development literature since 2000. They adopted multidisciplinary, multilevel, and global perspective to demonstrate the importance of training and development activities in work organisations.

NUEPA’s (2009) survey covers various aspects of education administration in the state of Andhra Pradesh in an inclusive manner. Apart from furnishing general information about
the state and indicating the legal basis of education, the report provides, among other things, a brief description of educational policies and programs, and the role of non-governmental local bodies in the state of Andhra Pradesh. The report also discusses the current issues and problems faced in the management of education as well as prospects for future development.

Rajesh and Sungath (2013) in their article examined the satisfaction of teachers with their supervisors’ interpersonal communication skills in relation to job burn-out and growth satisfaction in the job in Southern India. Data were collected from 140 educational professionals of schools, colleges and universities located in Southern India. The findings revealed that teachers’ satisfaction with supervisors’ interpersonal communication skills is positively related to burn-out. The findings of this study also highlighted important interpersonal communication skills that need to be practiced by supervisors in the educational institutions in Southern India.

Yuan et al (2013) surveyed responses from randomised experiments and explored three different pay-for-performance programs to examine the extent to which these programs motivated teachers to improve student achievement and the impact of such programs on teachers’ instruction, number of hours worked, job stress, and collegiality. Results showed that most teachers did not report their program as motivating. Moreover, the survey outcomes suggested that none of the three programs changed teachers’ instruction, increased their number of hours worked or job stress, or damaged their collegiality.

**Teacher Education and Service Conditions**

Palmer (1978) has highlighted the importance of intrinsic motivation (satisfaction directly from the performance of their teaching duties) for teachers. All of this emphasis on the intrinsic rewards of teaching is not intended to imply that extrinsic rewards and extrinsic motivation are bad or even inappropriate in in-service education programs, only that such extrinsic forms of motivation have been overused while intrinsic rewards have underused. According to her, in-service education is a tool to mold better teachers by improving their knowledge, providing ways to help improve their effectiveness in the classroom and by instilling in them a desire to do a better job of teaching. She further suggests that if the
administrator would set aside a little of their time to communicate with faculty members on an informal basis and offer a few words of support and praise when deserved, it would do far more for improving motivation than annual formal communication.

Khan (1983) discussed as what should be the content of teacher education specifically for the teacher at secondary level. He has also compared the historical development in teacher education in India, U.K., U.S.A. and U.S.S.R., selection of teacher education and role of NCERT in teacher education. According to him every nation prescribes certain goals of secondary education based upon its cultural heritage. In USA the educational policies Commission recommended the objectives of self-realisation, of human relationship, of economic efficiency and of civic responsibility. Indian school education wants to develop citizens who are productive, believe in social justice and national integration and possess values befitting a democratic, socialist and secular society. This is possible if the teachers themselves believe in them and possess these values. It is the responsibility of teacher education institutions that they should develop these qualities in their student-teachers through appropriate learning experiences.

Mukhopadhay (1989) has pointed out the shortcomings in existing system of the recruitment of teachers and principals in schools of different states of India. He has suggested the adoption of a multi-tier selection system as practiced in the corporate world. Psychological tests, modernised mechanisms of assessing candidates’ knowledge for selection, specialised agencies for recruitment, etc. are some of the factors which need to be considered to improve the quality of teaching personnel in schools.

Nagpure’s (1992) book is based upon a thesis submitted to the university of Poona for Ph.D. in the faculty of education. His book contains the then situation of teacher’s training in secondary schools.

Pankajam (2005) has emphasised the role of National Council for Teacher Education (NCTE) and emerging trends in teacher education. He believed that if a national level organisation like NCTE with its state level organisations takes up the issue of teacher education, the trainees under such organisations will really learn better to teach. They will
also learn when they become teachers to maintain as well as to improve the quality of teaching.

Makain et al (2007) looked at the need for distance education program in Ghana. The benefits, challenges and prospects of the program are also discussed. The need to train basic school teachers, as a partial solution to educational expansion on a wider scale in Ghana, cannot be over emphasised. Findings of the study show that the program makes available high quality teaching materials which make it possible to instruct large number of students at the same time wherever they reside.

Chakrabarti (2008) in his work has talked about the challenges and suggested some strategies in teacher education. He has highlighted the need to eliminate the major deficiencies in teaching like poor knowledge in contents and methodologies in teaching. These can improve the honesty on part of the teachers and their capability to appreciate and motivate learners.

**Education and Secondary Education**

Singhal (1995) in his thesis submitted in the department of Education, Panjab University has illustrated the process and method of developing an In-service teacher training program, through an empirical study. His objectives for the study majorly included to study the effectiveness of these training programs in terms of teacher’s attitudes towards teaching profession and student’s achievements. The important findings of the study proved that in-service training models bring significant change in the teacher’s teaching competency. The well organised, suitable to their needs and better training methods instill healthy teaching attitudes and improves academic achievements of students. The study also conclude from the reports of the teachers that in-service training model inculcates among them more self confidence and self reliance.

Pandey (1997) in his book has shared views about recent trends and tendencies in education. His main purpose is to aware young readers of recent programs and movements in modern education in India. Latest schemes for education by the government has been discussed in this book.
Mukhopadhay (2005) has revealed certain tools for Total Quality Management (TQM) in education. His empirical study suggests that the personal interview is the least dependable tool for selection. In the hands of untrained interviewers, as most of them are in universities, colleges, and schools, it can spell disaster. Therefore, it is necessary to use multiple selection tools such as tests, group activities, dependable references, etc., and then undertake a personal discussion. It is necessary to assess not only the aspirant’s scholarship in the concerned subject and other cognitive qualities but also emotive qualities, ethics, and values. After a comprehensive review the author has suggested some strategies to introduce TQM in Indian education at school and higher level. During his work the author have tried to adopt the philosophy and concept of TQM in the Indian educational conditions, on the basis of his experience of over three-and-a-half decades in education at different levels.

Bhat (2006) identifies and demonstrates the factors which are responsible for quality control in elementary education. This study was conducted in the district of Anantnag (J&K). The major variables that have been dealt with thoroughly in the study are: school quality, institutional expenditure, socio-economic status, achievements of students and teacher-pupil ratio. The book presents a comparative profile of public and private schools with respect to the above variables and clearly makes one understand the qualitative status and achievement level of students in private and public schools.

Prasad (2007) in this book discussed a number of features of teacher education like aims, objectives, curriculum, methods and techniques, relevance and role of teacher education. The author has dealt with the functions, historical development of education and agencies of education administration in India.

Dash (2007) summarised implications for planning, executing and development of strategies for improving quality of training programming. There is a need of well organised training programmes, regular feedback study monitoring, use of information communication technologies (ICTs), research programmes, training groups and institutes at State and National level respectively.
Agarwal (2008) has discussed various aspects of education in his work. He has described various points about International Commission on Education, teacher’s role in twenty first century, history of education in India, educational reforms etc. The author has also made a comparative analysis of curriculum of countries like China, Germany, Japan, Russian Federation, U.K. and USA.

Lathika and Kumar (2008) examined efficiency of education in Kerala, mainly by exploring how much is the achievement in education of the people of the state instrumental in making a change in the state GDP. Though Kerala tops the literacy rates of the country, its quality of education is in question. According to national ‘learning achievement test’ reports, it is way behind the national average. The private managements have absolute power regarding control on their institutions in total disrespect to the social and constitutional mandates. Women in Kerala, with the better educational levels as compared to their counterparts elsewhere in India, find it difficult to get job matching their educational capabilities. Educational increments up to graduation do not add to the scope of employment in Kerala.

Azizi (2008) aims to report teachers’ and students’ view about recent educational reform which focused on the ways and means to narrow the gap between secondary education and labor market. Indeed providing a market-oriented education was adopted as a strategic policy by the Ministry of Education in Iran due to increasing unemployment rate amongst school leavers during 1990s. Empirical work, using questionnaires and interviews, has been carried out in secondary schools in both rural and urban areas.

Singh’s (2008) article in the book edited by him has depicted the role of teachers in knowledge society. According to R.P Singh a proper resolution to all socio-economic problems generally emanates from the educational system. Since this system is manned by the teachers, in the final analysis the answers must also come from them. In the new age technology and education have got so integrated that one can not think of one without the other. The problem is that the teachers - the most conservative elements, are being forced to take cognisance of the changes occurring all around them. In author’s view, although there is extensive use of technology all around the world, its use in classroom has been slow. As in emerging societies the goals of education are changing, consequently
the role of a teacher has also changed. The goals of education for a knowledge society are to train students to reflect, make them logical, help them in learning to communicate, assist them to be creative and enable them in innovations while making them feel free to be different from others. The function and purpose of the new classrooms are to achieve precisely all these objectives. By making available basic tools for learning networking and easy access to education are imperative.

Cheema (2009) has talked about the shortcomings in present system of teacher’s training and has also suggested the ways to improve the system. Lack of right direction in terms of policy, indifferent attitude of trainers and trainees, not making best use of technology, lack of leadership qualities in Principal are some of the main problems of the system. Therefore, it is required that before organising training programs, training needs should be first identified to make the best use of viable resources and infrastructure.

**Summing up the Review of Literature**

The literature reviewed in various themes under focus have been represented in table below:

<table>
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<tr>
<th>Sr. No.</th>
<th>Author</th>
<th>Gist of Analyses</th>
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<tbody>
<tr>
<td>2.</td>
<td>Newell (1978)</td>
<td>Studied the human behavior in education administration. He analysed that an administrator’s values, attitudes and practices influence behavior of every individual in organisation.</td>
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<td>3.</td>
<td>Rajput (1985)</td>
<td>Analysed important aspects of administration and highlighted the role of teachers in education.</td>
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<td>4.</td>
<td>Rebore (1987)</td>
<td>Discussed human resource practices in American schools and further examined the role of personnel and in management.</td>
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<td>5.</td>
<td>Gupta (1987)</td>
<td>Analysed the various aspects of education administration while stressing the need and importance of human relations in education administration.</td>
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<td>6.</td>
<td>Mathew (1989)</td>
<td>Reviewed the service conditions of teaching personnel in</td>
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Chapter I

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<td>7.</td>
<td><strong>Chaudhary &amp; Gatembu (1989)</strong></td>
<td>Studied the leadership of Principals and job satisfaction among teachers and principals of high/higher secondary schools of Chandigarh.</td>
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<tr>
<td>8.</td>
<td><strong>Raza et al (1990)</strong></td>
<td>Evaluated school education in India and highlighted the importance and need of training.</td>
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<tr>
<td>9.</td>
<td><strong>Manabi (1995)</strong></td>
<td>Studied the structure of schools and highlighted the problems and poor condition of Indian schools.</td>
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<tr>
<td>10.</td>
<td><strong>Glover &amp; Law (1996)</strong></td>
<td>Examined professional development in educational administration and suggested five organisational elements which contributes to developing a framework for understanding professional development in organisation. These elements are – Information, Planning, Resources, Evaluation and Networks.</td>
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<td>11.</td>
<td><strong>Rao (1996)</strong></td>
<td>Studied human resource management in education administration. He has related the scientific management processes with school management and how these can be successfully used in school management systems to make teaching more effective.</td>
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<td>12.</td>
<td><strong>Kaut (1997)</strong></td>
<td>Reviewed the management system in schools and level of teacher effectiveness and their relationship with job satisfaction.</td>
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<tr>
<td>14.</td>
<td><strong>Muirjis and Reynolds (2002)</strong></td>
<td>Evaluated effective teaching in classroom. Authors also reviewed class room and behavior management, which has provided firm foundations for creating classroom environments in which learning can take place.</td>
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<tr>
<td>15.</td>
<td><strong>Sidiqui (2002)</strong></td>
<td>Analysed the system of faculty development in higher education. He advocated monitoring and accountability system to evaluate the effectiveness of these programs.</td>
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<tr>
<td>16.</td>
<td><strong>Kaur (2002)</strong></td>
<td>Compared the organisational climate and job satisfaction of teachers in government and private elementary schools in her study.</td>
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<tr>
<td>17.</td>
<td><strong>Aditee (2004)</strong></td>
<td>Examined the teacher effectiveness of secondary schools in relation to their workload.</td>
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<tr>
<td>19.</td>
<td><strong>Gill et al (2005)</strong></td>
<td>Examined the school education sector of Punjab state from three dimensions viz. education progress in terms of growing number of schools, students, teachers etc., public expenditure on school education; and financing patterns and practices of secondary education.</td>
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<tr>
<td>20.</td>
<td><strong>Pareek and Rao (2005)</strong></td>
<td>Reviewed the role of training for educational planners and administrators and advocated more appropriate training technology to meet the unique challenges of modern age.</td>
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<td>21.</td>
<td><strong>Haque and</strong></td>
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<th>Author(s) and Year</th>
<th>Description</th>
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<tr>
<td>Taher (2007)</td>
<td>in Bangladesh.</td>
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<td>22. Aguinis and Kraiger (2009)</td>
<td>Reviewed training and development literature since 2000 to demonstrate the importance of training and development activities in work organisations.</td>
</tr>
<tr>
<td>23. NUEPA (2009)</td>
<td>Surveyed various aspects of education administration in the state of Andhra Pradesh in an inclusive manner. The report also discussed the current issues and problems faced in the management of education as well as prospects for future development.</td>
</tr>
<tr>
<td>24. Rajesh and Sungathi (2013)</td>
<td>Examined the satisfaction of teachers with their supervisors’ interpersonal communication skills in relation to job burn-out and growth satisfaction in the job in Southern India.</td>
</tr>
<tr>
<td>25. Yuan et al (2013)</td>
<td>Analysed the affect of Incentive Pay Programs on Teacher Motivation. And explored three different pay-for-performance programs to examine the extent to which these programs motivated teachers.</td>
</tr>
<tr>
<td>28. Mukhopadhay (1989)</td>
<td>Highlighted the shortcomings in existing system of the recruitment of teachers and principals in schools of different states of India and has suggested the adoption of a multi-tier selection system as practiced in the corporate world.</td>
</tr>
<tr>
<td>32. Chakrabarti (2008)</td>
<td>Evaluated teacher education and highlighted the need to eliminate the major deficiencies in teaching like poor knowledge in contents and methodologies in teaching.</td>
</tr>
<tr>
<td>33. Singhal (1995)</td>
<td>Illustrated the process and method of developing an In-service teacher training program, through an empirical study. His study majorly included to study the effectiveness of these training programs in terms of teacher’s attitudes towards teaching profession and student’s achievements.</td>
</tr>
<tr>
<td>34. Pandey (1997)</td>
<td>Discussed about recent trends and tendencies in education. Latest schemes for education by the government were also reviewed.</td>
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<td>35. Mukhopadhay (2005)</td>
<td>Studied Total Quality Management (TQM) in education. Author suggested some strategies to introduce TQM in Indian education at school and higher level.</td>
</tr>
<tr>
<td>36. Bhat (2006)</td>
<td>Analysed the factors responsible for quality control in elementary education. The variables covered under the study to examine quality were- school quality, institutional...</td>
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</table>
Inferences Drawn from Review of Literature

There is vast literature related to education and education administration in India. However, the researcher has not come across any study with regard to Human Resource Management in education administration. There are various studies which deal with different aspects and problems of education administration including elementary education, teacher training, job satisfaction among teachers, etc. But the human resource management as such and its major aspects have not been dealt intensively by anyone so far. As the quality of education is largely influenced by the human resource involved in education administration, it can be considered an important factor which affects the education and education system of a country. Furthermore, the non-teaching staff of schools and the administrative staff in education departments are the most neglected part. There is hardly any study which covers these aspects significantly or insignificantly.

The surveys show that there were many drawbacks in management as far as government schools are concerned. In spite of various developmental policies, programmes and schemes which have been introduced by the government over the years, the potential has
not been utilised properly due to various flaws in education system of India. Only the improving literacy rates cannot guarantee the best quality of education at school level. The need lies in bringing in professionalism in administrative set-up which can be attained by emphasising on human resource practices in school education system. Indian education system calls for transformation which can be achieved by building capacity of existing set-up and paving way for the new.

**Significance of the Study**

Human Resource is the key factor responsible for the performance of an organisation. And HR practices are an important lever by which organisations develop human resource and employee commitment. Effective HR practices play an important role in developing the human resource that provide competitive advantage to an organisation.

In a competitive world every organisation is investing a big chunk of their resources on developing human resource to improve its performance. It is the human resource that helps an organisation to achieve its goals. Henceforth, management of these human resources is imperative to an organisation’s success. In educational organisation also Human Resource Management can be exceedingly useful in achieving the targets under various policies and schemes. If education is a tool for social transformation as it is, educational system should be an ideal one. Thus, capacity building of educational personnel including educational planners, teachers and administrative staff is predominant to bring expected social transformation. While a large number of studies have conducted on job satisfaction of educational personnel, the number of studies covering other aspects of Human Resource Management are considerably very low. And to develop human resource towards effective educational administration, all the aspects of human resource need to be focused.

Education has been viewed as an important input in the development process. Moreover, education is conceptualised by National Policy on Education 1986, as a subsystem of the social system which has dynamic and beneficial links with other sub systems. There are gigantic number of policies for development of education, but the existing structures are not found competent enough to administer such number of reforms. Declining enrolment
and increasing drop out rates of government and aided schools, specifically in secondary schools indicate poor quality of education in schools. Planning and managing better quality secondary education in the present circumstances is a matter of an added concern for educational planners and administrators.

The study was focused on the state of Punjab and Union Territory of Chandigarh with the literacy rate of 76.7 and 86.4 percent respectively. The organisational structure of education departments of Punjab and Chandigarh is almost similar, yet there are certain variations. Punjab covers 50,362 sq kms of area of the country, whereas Chandigarh covers only 114 sq kms. The study tries to find out the weak spots in the system by comparing both the units. In addition the study takes into account various aspects of Human Resource Management and their impact on the performance of educational personnel. Findings of the study will further help education planners and administrators in making sound policies for developing an efficient education system in the country. Most importantly the study is about human resource which is the most neglected area in public sector of India.

**Scope of the Study**

The study is based on the teaching and non-teaching staff including school Principal of Government Secondary and Senior Secondary Schools of Punjab and Chandigarh and administrative staff of Education Departments of Punjab and Chandigarh. Teachers of senior secondary schools comprised TGTs, PGTs, Art and Craft, Computer Faculty and sports faculty. Non-teaching staff in schools comprised posts under Groups A and Group ‘B’ viz. superintendent, accountant, and clerk/steno. Administrative staff from education departments included posts under Group A, B and C. From Group ‘A’ DEOs from three districts of Punjab and Chandigarh were interviewed. Among Group ‘B’ and ‘C’ registrars were interviewed. All the respondents were regular or permanent employees of State and UT Administration and are paid by their respective governments. Government Senior Secondary and Secondary Schools embrace co-educational schools, boys’ schools and girls’ schools of Punjab and Chandigarh.
Research Problem

Although effectiveness in an organisation is evaluated in terms of how well it can attain its goals, but in educational administration effectiveness can be analysed in terms of educational policies and their overall performance. In India there are number of policies and schemes to develop education. A big proportion of public money is spend on educational reforms. Yet the performance of these policies and schemes remains questionable because of ineffective and unjust implementation. Whereas in some regions these prove to be successful and in other regions they are a total failure at the same time. Therefore the outcome of all the educational reforms in the country have been unpredictable. And study of such factors that influence the implementation of educational policies is the underlying research problem of the study. These factors if focused upon can bring a tremendous improvement in education system of our country.

Objectives of the Study

The study focused on following objectives:

1. To study the machinery of HRM of education departments of Punjab and Chandigarh.

2. To assess the HRM policies and practices.

3. To review the existing set-up of education administration at secondary and senior secondary level in Punjab and Chandigarh.

4. To evaluate the system of Recruitment, Promotion, Transfer and Performance Appraisal in education administration of Punjab and Chandigarh.

5. To study the relevance of in-service training programmes to educational objectives.

6. to analyse the factors effecting motivation and job satisfaction of personnel of teaching and non-teaching personnel.
7. To identify the problems and hurdles in the management of human resource at school level in Punjab and Chandigarh.

**Research Questions**

Following research questions have been tested in the study:

- Whether the human resource management practices in education administration are viable and satisfactory at secondary and senior secondary level in Punjab and Chandigarh?

- Whether the methods followed for the recruitment, promotion, transfer and performance appraisal are according to the felt needs and help in enhancing the effectiveness of education administration?

- How far the methods and process of on the job training have been able to survive new challenges and education reforms?

- Whether the personnel involved in the education administration are satisfied with their job conditions?

- Whether there are any differences between human resource practices in education administration in Punjab and Chandigarh?

- Whether the present arrangement for effective HRM is adequate to achieve educational objectives?

**Hypotheses**

In order to examine the relationship among various variables in the study, the following hypotheses have been tested to identify the role of HRM and its various aspects in education administration:

1. Definite human resource management policies and set-up lead to overall efficiency.
2. Lack of human resource development interventions lead to low morale and poor enthusiasm.

3. Better recruitment, promotion, and transfer policies ensure organisational commitment.

4. Lack of effective appraisal system leads to stagnancy in organisation.

5. Irregular and irrelevant in-service training programmes result in lack of interest for training.

6. Better human resource management practices lead to higher job satisfaction and motivation which is instrumental in effective individual and organisational performance.

Research Methodology

Research methodology is one of the crucial parts in any research as it gives clear picture how the research was carried out in terms of data collection and analyses. The following methodology provides an explanation of the methods which were used in collection and analyses of data for the study:

Sample: The sample in the study was selected by a mix of probability and non-probability sampling. Three districts viz. Patiala, Amritsar and Jalandhar representing three regions of Punjab have been selected by using non-probability sampling technique. The respondents from these districts were selected by using multi-stage technique of probability sampling. The sample size consisted 300 respondents from Punjab, one hundred from each district. Similarly, respondents from Chandigarh were selected by multistage technique of Probability sampling. The sample size for Chandigarh consisted 150 respondents.
**Data Collection Tools**: For the purpose of data collection interview schedules were prepared to collect information on various factors of HRM. Formal and informal interviews were conducted for principals and certain administrative staff.

**Data Analysis and Interpretation**: The analysis was carried out with the help of statistics package (SPSS 16). The analysis includes frequency table, percentage, bar and pie chart, association of variables with socio demographic profile based on Chi-square test. If any cell frequency is <5 either than Yates corrections is used for 2x2 table or method pooling is used (for higher order than 2x2 table) and gamma test used in relationship in ordinal variables. Based on socio demographic variables, comparison was carried out with Mann-Whitney test (for 2 groups) or Kruskal-Wallis test (for more than 2 groups). Relationship between variables was analysed using Pearsons correlation (r) where p-value is greater than the level of significance that is the null hypothesis acceptance but p-value is less than or equal to the level of significance that is the null hypothesis is rejected, now alternative are acceptance.

\[ \chi^2 = \sum \frac{(E-O)^2}{E} \]

\( \chi^2 \) = non significance at the level of \( \alpha=5\% \) (\( \alpha=\)level of significance)

*=significance at the level of \( \alpha=5\% \)

**= highly significance at the level of \( \alpha=1\% \)

**Pearsons Chi-square**: Chi-square test as attest of independence of attributes enable us to examine whether or not two or more than two attribute are associated or independent of one another.

Chi-square is computed as follows:

Expected frequency = \( \frac{R \times C}{N} \)

Where R = Row total, C= Column total, N = Total number of observations.
Degree of freedom \( v = (c-1)(r-1) \)

‘c’=number of column

‘r’=number of row

**Limitations**: The study basically focused on secondary education. Therefore, the data was collected from secondary schools, senior secondary schools and education departments of secondary education of Punjab and Chandigarh. The study has covered the main aspects of human resource management. During the field work the maximum care has been taken by the investigator to maintain the objectivity, but the element of bias in the responses cannot be completely ruled out. Some of respondents might have avoided in giving the true response to the questions due to the fear of administration or other reasons. Moreover, the limitations of quantititative research methods may have affected the actual presentation of primary data.
REFERENCES


Chapter I

13. Ibid, p. 130.


55. *Ibid.*


71. Ibid.


