Chapter 5 : Human Resource Management

5.1 Analysis of Human Resource Management in Private Colleges

Under the Ministry of Human Resource Development, there are two Departments, namely, the Department of Elementary Education and Literacy and the Department of Secondary and Higher Education. The Minister for Human Resource Development is assisted by two Ministers of State. Each Department is headed by a Secretary to the Government of India. The Secretary, Department of Secondary and Higher Education, is assisted by an Additional Secretary. The Departments are organised into Bureaus, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the charge of a Joint Secretary assisted by Divisional Heads at the level of Deputy Secretary/Director.

Establishment matters of the Secretariat proper of both the Departments of Education and Education Wings in Indian Embassies abroad are handled in Administration Division of the Department of Secondary and Higher Education. In addition to this, establishment matters of officers appointed under the Central Staffing Scheme for the Department proper and ex-cadre posts i.e., advisory cadre, statistical cadre etc. are being administered in this Division.

A scheme, namely, disbursement out of HRM’s Discretionary Fund is also handled in the Administration Division of the Department of Secondary and Higher Education.

During the year 2003, a record number of 250 officials of both the Departments viz. Department of Elementary Education & Literacy and Department of Secondary and Higher Education were given computer training through Computer Service Centre, IIT, Delhi and would depute more officers and staff members for the various training programmes/courses being conducted by the DOPT, ISTM, NIC, IIPA, and NIFM Faridabad etc. in future.

HRM’s Discretionary Grant

The HRM’s Discretionary Fund is intended to provide financial assistance to institutions, organisations, individuals doing useful work in the field of Education, Culture, Sports, Media and the meritorious students etc. This Fund is also intended to give relief to the
families of the needy and poor journalists, film industry workers and artists when such families are in need of financial assistance due to demise of their only bread earner. Disbursement out of this fund is made in accordance with the prescribed rules.

An anti-malpractices cell has also been established in the Department of Secondary and Higher Education and Department of Elementary Education and Literacy under the charge of a senior officer in the Department with the objective of curbing malpractices in publicity by the educational institutions aimed at fleecing the gullible students and to promote healthy public information system in education sector. National-level apex bodies responsible for coordination and maintenance of standards in various sub-sectors of education have also been requested to set up similar cells under them for this purpose. The function of these cells is to monitor/check misleading/illegal advertisements appearing in various newspapers and magazines and also to keep a watch on undesirable activities of the non-governmental/private organisations/institutions, in education sector.

Private Institutions

Developing people is a dynamic and strategic business-led function, which drives the competitive capability of the organization towards long-term innovation, growth and profitability.

Most of the private colleges and institution have a Human Resource Management cell. The Human resources division takes care of recruitment, providing benefits to the faculties, general co-ordination in providing training to the trainers, etc. The department also evaluates the staff, co-ordinates to provide appraisals, validates and improves the procedures and endeavours to improve the standards.

In some colleges, the HR department also organizes workshops and learning sessions for the faculties.

5.2 Necessity of Job Satisfaction for Teaching Faculty

Job Satisfaction is very important especially in the life and career of teaching faculty for establishing a healthy organization structure in any institution.
Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. It is crucial that we determine what increases teacher motivation.

Many factors have been examined in an attempt to find which ones promote teacher motivation. Pay incentives alone have been found to be unsuccessful in increasing motivation. In their study of 167 teachers, Sylvia & Hutchinson (1985) concluded: "Teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements.... Based upon our findings, schemes such as merit pay were predicted to be counterproductive." They explain that true job satisfaction is derived from the gratification of higher-order needs, "social relations, esteem, and actualization" rather than lower-order needs. Indeed, Rothman (1981) contrasts the security and financial motives for entering teaching during the depression years with present-day idealistic and intellectual convictions, especially because other professions pay equally well or better. The conclusion of Greenwood & Soars (1973) that less lecturing by teachers and more classroom discussions relates positively to teacher morale further supports the importance of higher-order needs.

Studies show that improvement in teacher motivation has benefits for students as well as teachers; however, there is no consensus about the precise benefits. For example, researchers have had varying results when examining whether teacher motivation leads to increased levels of academic achievement. Stevens & White (1987) studied the records of students in 15 school districts, with 191 teachers as subjects. The standardized test scores from the Achievement Test were used as the best estimate of the learned behavior in each teacher's classroom. There was no direct relationship between teacher morale and student achievement. However, Stevens & White surmised that further research on this topic requires an examination of the achievement levels of students prior to their involvement with the teachers participating in the study. "If pretest-posttest scores could be obtained for the time students spent in a teacher's classroom, the achievement of those students while in that teacher's classroom might be more adequately measured." The results of another study involving teachers in small independent school districts demonstrated that high levels of interaction within the faculty group, as determined by responses to questions on the Halpin & Croft Job Satisfaction
Observation Climate Description Questionnaire, correlated significantly with higher pupil reading scores on the Achievement Test (Jordan, 1986). It is likely that high levels of teacher social interaction on the job are linked to high motivation levels; thus, the possibility that enhanced levels of teacher motivation will lead to superior student achievement cannot be dismissed.

While the relationship between teacher motivation and student achievement has not yet been established, the correlation between teacher motivation and student self-esteem has been shown by Peck, Fox, and Morston (1977). "Teachers with strong positive attitudes about teaching had students whose self-esteem was high. Students seem to recognize the effectiveness of teachers who are satisfied with their teaching performance." Rothman (1981) suggests that this association exists because teachers serve as more than just educators; they are role models. The benefits of teacher satisfaction for both teachers and pupils points to the importance of studying how teachers feel about work.

Csikszentmihalyi (1990) has proposed that individuals reach a state of happiness and satisfaction when they are involved in an activity and are functioning at the peak of their abilities. In this situation the individual experiences "high levels of concentration, immersion, strength, and control." He terms this experience "flow." In the present study, the concept of flow will be used to help determine which activities are the most psychologically rewarding, which are more conducive to teacher motivation, and which contribute to the fulfillment of higher-order needs. Flow may also be applied to measure job satisfaction. And job satisfaction, in turn, is an index of morale and motivation (Schonfeld, 1989).
ENDNOTES


Center for Human Resource Research, “NLS user guide”, The Ohio State University, 1995, pp.32-87,40-45


Schaffer, R. H., Job satisfaction as related to need satisfaction in work Psychological Monographs. Issue: 67, Periodicals Service Co. 1953, pp.14


