CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

The success or failure of any nation depends basically on the quality of its educational system. This in turn largely depends on the quality of the teachers. Olaleye Florence Oluremi (2013) found that education is so powerful that it can “heal and kill”, “it can build up or tear apart” and “it can lift up or impoverish”. It would depend on the type of education and particularly on the teacher who is the centre of the education process. It is expected that only intellectually promising mentally and morally stable and qualified teachers are required in teaching (Ukeje, 2007). Improving teacher quality is at the forefront of concern among education stake holders and policy makers. Teachers are considered as a primary causal drivers of student gains and that there are identifiable characteristics of teachers that are predictive of their success in the class room.

Darlings Hammood et al., (2002) studied the main objective of human resource practices to differentiate the organizations from its competitors by effective implementation of human resource practices and to increase productivity and quality and to gain the competitive advantage of a workforce strategically aligned with the organizations goals and objectives. The effective implementation of human resource practices in the organization improves the working climate of the organization that remains conducive.
Arthur & Bennet (2003) explored human Resource practices could influences HR outcomes which in turn lead to lower absence and labour turnover and increased commitment among employees in organizations. The greater use of HR practices are associated with higher levels of employee satisfaction which will result in more productivity and commitment.

Dubbin (1990) tested the success of education system largely depends on the quality of personnel that goes into it. It has been observed that people who are recruited into teaching are of poor quality. The most important single variable for teacher development effort is Motivation. Research in private sector organizations has explored the links between human resource management practices and work unit for organization effectiveness. This however needs to examine the connecting link between human resource practices and teacher performance.

Batt (2002) examined that a number of researches have established a positive alignment of HR practices with organizational and work force performance. The focus of these studies has been towards developed countries. A very little research has been done to test the HR performance link in developing countries (Guest 2002; Harley 2002; Park et al., 2003). Kane et al., (2011) discussed the rapid growth in the field of research helps to examine differences in teachers’ effectiveness and raising student achievement. Student test-based measures of teacher performance are focusing great attention because there are few alternative measures which can provide reliable and valid pertaining information on the effectiveness of a teacher’s classroom practice. The approach most helps to evaluate effectiveness and efficiency through direct observation of teachers in the act and process of teaching practices Adedoyin (2012) focused on the extent to which the classroom teachers are competent, efficient and knowledgeable in classroom assessment.
to make correct decisions about students’ learning outcomes and improve on teaching processes in the classroom. Ramesh et al., (2012) examined the purpose of alternative learning helps curriculum planners and implementers of teacher education programs provides ways to increase the teaching and learning practices of teachers.

Pretorius (2012) assessed that if teachers are to be effective, the initial training given to them should be effective. The curriculum, structuring of contents, appropriate pacing and alignment, clear objectives and goal setting, clarity of content and presentation, supports effective teachers to have direct implications for teacher education process and programmes.

1.2 HUMAN RESOURCE PRACTICES

In this section, theories that support human resource practices are presented. One of the critical challenges faced by organizations today is how to manage the changing relationship in employment. Human resource practices improve job satisfaction, employee skills, attitudes and behaviours that influences performance of employees. Human resource practices also influences organizations performance by focusing structural and operational efficiencies. Human resource management practices can influence employee conception of employment by influencing their attitude of the nature and their relationship with the firm.

Cascio (2006) investigated the effective utilization of human resource practices paves the path to achieve organizational goals which ultimately results in the success of an organization. Marchington and Wilkinson (2005) explored the effective implementation of HRMP seen to be crucial for an organization to achieve its goals and objectives. Human resource management practices form the most critical factor for an organizational
effectiveness. Most of the Universities and colleges do not have human resource management practices and they manage their academia through employers own management policies and practices. Nasreen (2008) identified seven human resource management practices: internal career opportunities, formal training systems, appraisal measures, profit sharing, employment security, voice mechanisms, and job definition. This study found a low to moderate positive correlation between HR practices and job satisfaction.

Delery et al., (1996), Florito et al., (2007) classifies human resource management practices into ten categories i.e. internal labour markets, hiring selectivity, training grievance resolution mechanisms, benefits, employee involvement, incentive pay, union pressure, compensation and downsizing.


- Quality of work life
- Training & Development
- Recruitment and Selection
- Stress
- Motivation
- Compensation
- Performance Appraisal
- Career Advancement
- Organizational Communication
- Organization Culture
- Job Security
- Employer-Employee relations
- Job Performance

Figure 1.1 The figure graphically represents the components of Human Resource Management Practices
The following sections present a few of the theories in the aforementioned areas, which can support researchers and practitioners better understand the human resource practices concept.

1.2.1 Theories related to Quality of Work life

Regular assessment of quality of working life can potentially bring institutions with important information about their employees, such as job satisfaction, general well-being, organization culture, work-related stress, training facilities and autonomy in work. Quality of work life improvements can be considered as an activity to achieve greater teaching motivation through the enhancement of human dignity, growth, changes and improvements to achieve the interrelated goals of an improved quality of life at work in educational institutions. Teacher motivation can be developed by improving the quality of work life.

If the quality of working life of an organization is conducive, then employee performance will improve drastically. The working environment is conducive, when management provides their employees a peaceful safe and healthy environment. Byars et al., (1997) identified quality of work life as important concerns of the organizations today. The responsibility is with the organizations that they must provide healthy working environment to the employees and protect them from stress, work pressures and burnout. Mondy et al., (2005) summarised work environment protects employees from stress, emotional and mental illness. Delery et al., (1996) found that employment security as one of the important part of human resource management practices can influence the effectiveness of employee performance. The employers feel that once their jobs are secured, they will cooperate and increase their performance otherwise, they will move away from their responsibilities.
Applebaum et al., (1994) found that employment security plays a vital part in harmonizing the interests of the employers and employees for a longer period.

### 1.2.2 Theories related to Training and Development

Salas et al., (2006) defined training as the systematic acquisition of knowledge skills and attitudes that together lead to improved performance in a specific environment. Arthur & Bennet (2003) identified training as one of the most comprehensive method that helps in improving productivity of individuals and communicating organizational goals to new recruits. Training and Development is now considered as the most important human resource strategy that shows tremendous impact on performance and productivity Pfeffer et al., (1995).

Aguins et al., (2009) proposed that in today’s environment, KSA-Knowledge, Skill, and Attitude are very much necessary to maintain competitive advantage. Bramley et al, (1994) defined training needs and their objectives in terms of changes in behaviours and increased improvement on the part of both organization and individual or group. So therefore, training is considered as an investment and also a mechanism that assures both organizational and individual performance. It is a mechanism used at improving individual’s knowledge, skills and attitudes at workplace.

Goldstein, (1993) explained training as the systematic tool for acquiring knowledge, roles, attitudes and skills that shows tremendous results in improved performance at work. The definition given by Tziner et al., (1991) connects the link between knowledge, skills and attitudes of people who applies these principles in their work place. Thus transfer of training occurs in a positive manner when they apply learned material from the training at their work place.
Transfer of training, needs to be considered as a multidimensional practice because different authors view transfer of training in a different way. Latham (1991) mentions that transfer can be measured as either a positive, negative or no transfer (zero). Positive transfer occurs when learned behaviours results in better performance. Negative transfer occurs when learned principles results in poorer performance on the job. No transfer or zero transfer occurs when training situations has had no impact or effect on the job performance.

1.2.3 Theories related to Recruitment and Selection

Dessler (2006) described selection that found to be choosing the most suitable people from those that apply for a vacancy, whilst keeping to employment laws and regulations. Screening candidates is vital within the selection process thereby ensuring the best candidate to fit the gap. Line managers for the job often take part in the interview to make sure that the candidate fits the job requirements.

Major recruiting priorities include employee retention and internal hiring and transfers. And among these two, most of us prefer employee retention than internal hiring. Internal hiring is not a top priority, and so it is mostly disorganized. It is time to focus on internal recruiting. Recruiters should maintain relationships with candidates post hire and keep them for long time. There are some areas which are going to be more dominant such as social professional networks, employer branding and most of all, try to maintain good relationship with the candidates, cross functional partners and employees.
Laura et al., (2015) discussed that most of the employees look for more than a qualification when recruiting HR practitioners. “Professionalism includes individuals commitment, standard of knowledge, capability and ethical practices”. “In certain parts of the world like UK, Southeast Asia, Middle East, professionalism comes in the form of chartered membership in CIPD (Chartered institution of personnel and Development)”. It is considered that individuals with CIPD have the Technical knowledge, Skill Behaviour Experience. The responsibility has increased due to the change in the shape and role of HR. So the comparing expects a person who is very specialist in handling big responsibility. “In short, a company selects HR professionals on the basis of qualification and the certification membership with the chartered CIPD”. OWA operators are a selection technique used for the recruitment of employees for an organization. It is a process in which different characteristics of each candidates is compared with the ideals. It tries to resolve the problem i.e. selection indexes are neutral against the attitudinal character of the decision maker. OWA also incorporates old practices into it and hybrid averages them. Therefore the neutrality of the classical methods will be changed by OWA. Jose. M et al., (2011). “Attracting and recruiting the best employees is critical to success in all sectors and to all types of organizations, regardless of size”. Cullen & Farrelly (2005).

Pilbeam & Corbridge (2006) defined job analysis as the “systematic process of collecting information about the tasks, responsibilities and contexts of the job”. Decenso and Robbins (2007) noted the organizations with the most effective hiring policies were more likely to use the following four practices. “Job interviews in which candidates are asked to describe specific examples of their skills, automated resume screening and search assessments that predict whether candidates are motivated by the factors associated with a
particular job or a company's values and ways of doing things and simulations that gauge specific job-related abilities and skills”.

1.2.4 Theories related to stress

Addae H.M *et al*, (2008) studied stress as one of the common pervasive problems of an organization now a days. For an institution to grow, it is required that its employees work in a stress free environment. It leads to decrease in employees’ efficiency, increase in absenteeism and turnover and thus it affects employee job performance. In universities, specially, if the faculty works without any stress, they can deliver better results to students and also engage actively in research and other related work. Therefore, it is important to study the relationship between stress and job performance.

Kolt G *et al*, (2003) found the important factor responsible for creating stress among employees in the organization is work load. Workload refers to the concentration of work practices and assignments at work itself. It is one of the main causes of stress in employees at organizations. The attitude and views of employees are different towards workload. Some comfortably manage it well and adapt it at the work place while for some, it becomes difficult to manage.

Addae H.M (2008) focussed, stress as one of the important factor that organizations have to deal and discuss so that employees can comfortably produce quality work and improve job performance. Stress causes an imbalance in one's life because it leads to depression and thus damages health, attitude and work behaviour, skills and morale of the employees. Causes of stress are called stressors, which can be workplace conflict, role conflict, role ambiguity workload assignments and organization climate.
Jong J. Det et al., (2006) found that stress has a negative impact on employees performance, but at the same time researches have proved that some stressful work situations are more critical to keep employees productive and efficient at the work place. Stress is an unwanted reaction among people who have to severe pressures or other types of demands placed upon them at their work place.

Ganster et al., (2005) proven that “a multidimensional literature points a lot of key factors such as work environment, role conflict, assignments’, management support, work load etc in determining how stressful the work can be and its impact on employee physical and mental health and productivity and job performance”.

1.2.5 Theories related to Motivation

“The important motivational theories are Maslow’s hierarchy of needs (1943), Herzberg’s two-factor theory (1959) and Vroom’s expectancy theory (1964)”.

Researchers focus on motivation in general and individual and group motivation more specifically. Motivation can be separated as intrinsic and extrinsic motivation. Amabile (1993) explained that the individuals are intrinsically motivated when they seek enjoyment, interest, satisfaction of curiosity, self-expression, or personal challenge in the work place. Also Individuals are extrinsically motivated when they engage in the work in order to gain some goal and objectives that is apart from the work itself.

Motivation is defined as a driving force that forces an individual or group to take some actions in order to achieve certain goals and objectives. Motivational level of individuals and group is different like perception and attitude. One of the most important reason that helps every human being to achieve his or her goal and objective is motivation which leads to better
improved job performance. In fact, motivation is that guiding force that supports people to stay focused on the path of success instead of the challenges that may be encountered. This includes personal as well as professional goals and targets. According to Baumeister & Voh, (2004) the driving force did not exist, people would live in the difficulty of boredom and monotony and no great interventions would have happened. According to Vroom (1964) “motivation refers to a process governing individual choices among different forms of voluntary activities”. Robbins and Judge (2008) opined that “motivation is the process that accounts for an individual’s intensity, direction and persistence of effort toward attaining a goal”.

According to Kochanski and Ruse (1996), the HR function has been under pressure to reduce costs, to improve its services, to increase its impact and to provide a more satisfying work experience for its own employees, even as the proven ways of organizing the people prove insufficient to meet the new challenges facing human resources. McMahan (1996) explored in his study of 130 large companies, found that, “as corporations adopted new strategies and redesigned themselves to deal with the competitive pressures their HR functions were also redesigning themselves to support the changing business”.

Chandrasekar (2011) examined that the workplace environment has great impacts on employee morale, productivity and job performance both positively and negatively and it so interrelated. If the work place environment is not liked by the employees, they get de-motivated and their job performance will also be affected. People working in such environment have poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity which leads to poor employee’s job performance.
1.2.6 Theories related to Compensation

Employee’s willingness to stay on the job largely depends on compensation packages of the organization. In an attempt to ensure employees maximum performance and retention, organizations need to consider a number of appropriate ways to compensate and reward the employees to get the expected results. The degree to which employees are satisfied with their job and their readiness to remain in an organization is a core area and function of compensation packages and reward system of the organization.

According to Gering and Conner (2002) retaining good workers is critical to any organization and if an organization is not able to retain its employees, it will not be able to capitalize the human assets developed within the organization.

Osibanjo et al., (2014) explored the underlying reason as to why employee retention is one of the key elements which influence the general employee mobility of labour in an organization. The other being employee turnover and absenteeism which can be considered as the other side of the same coin. Employee retention means the existence of an on-going employment relationship between employer and employee, while employee turnover indicates the employee separation from a given employment relationships with the present employer.

Kline et al., (2007) opined that a well muted total compensation policy was essential for the “credibility of the management and the success of the business”. They also argued that if employees perceived that they were not receiving sufficient pay for their work, they were likely to reduce their output and results in productivity. According to them high performers were most likely to leave and that the remaining lower performers would stay. They also
remarked that a competitive total compensation practice plan could lead to better human resource practices including recruitment and selection and thus it results in retaining high quality employees.

Skilled labour migration is a problem being faced by organizations as most employers are unable to predict the future needs of their employees. According to Birt et al., (2004) “the fundamental issue for organizations are to keep track of the ever changing needs of employees so that they can become an employer of choice to employees that help employees to retain in organization in which they belongs”.

1.2.7 Theories related to Performance Appraisal

Rao (1984) defined “performance appraisal describing the process through which organization takes stock of its manpower in terms of its present performance, the aptitude and interest of each person, his strengths and weaknesses and his potential for growth”. The data emerging from such an exercise constitutes the primary database for individual development and should be communicated to the subordinate.

Alo (1999) defined “performance appraisal as a process involving deliberate stock taking of the success, which an individual or organization has achieved in performing assigned tasks or meeting set goals over a period of time”. Performance appraisal practices should be deliberate and not by accident and should call for serious approach to knowing how the individual is doing in performing his or her tasks.
Types of Appraisal

There are basically three types of performance appraisal. These include confidential or secret appraisal, open appraisal and semi open and semi secret.

Confidential Appraisal

Murthy (1989) examined that the individual and groups are not involved in the appraisal exercise as the appraisal outcome is not at all communicated to the person being appraised in which the person’s strengths and weaknesses are not communicated to him or her. Obisi Chris (1996) opined that some managers and supervisors who are involved in performance appraisal ignore periodic counselling and feedback after an incident has taken place.

Open Appraisal

Open appraisal system reveals to the appraisee his or her strengths and weaknesses, in which contributions and failures of individuals are discussed with him. Open appraisal method would result and create self awareness, which is a process of giving insight into one’s own performance. It helps the individuals to become more reflective and objective about him and future planning, which establishes an action plan for the future year in terms of fixing targets, activities, responsibilities etc. It also makes the employee aware of his key performance areas and the contribution that he is making to the organization that impacts job performance of the employees in the organisation.
Semi Open and Semi Secret Appraisal

Semi Open and Semi Secret Appraisal is an appraisal process whereby performance appraisal procedure would be made open at the beginning and later receives no further communication. The appraisee is asked to fill an appraisal form and the superior rates the subordinate performance and return his rating to the subordinate to sign and after signing, the subordinate would not hear anything again about his final performance. No feedback provision is made available in this type of appraisal. In some cases, the subordinate would be given the form to fill and after filling and returning the form, the subordinate receives no feedback from the appraiser. Idrisb A R, (2010). The information gathered through performance appraisal provide basis for recruitment and selection, training and development of existing staff, and motivating and maintaining a quality human resource in the organisation.

1.2.8 Theories related to Career Advancement

Hansen (1976) defined career development, as “a continuous lifelong process of developmental experiences that focuses on seeking, obtaining and processing information about self, occupational and educational alternatives, life styles and role options”.

Bardwick (1980) defined career development as “the process through which people come to understand them as they relate to the world of work and their role in it”. “Developmental phase theories define a sequence of tasks, achievements, and transitions over the course of a lifetime’. “Phase theories emphasize what individuals typically do at different chronological ages establish themselves in the adult world during their twenties; settle down in their thirties, and so on – providing a portrait of what life is commonly like”.

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Donald, E. (2004) defined career as “the combination and sequence of roles played by a person during the course of an individual’s lifetime. Career development is the process of managing life, learning and work where the term used to describe the management of work-related activity throughout individuals life. Career development is the ongoing acquisition or process of acquiring skills and knowledge, including job mastery and professional development, coupled with career planning activities in the organization. Tampkin et al., (1999) opined that professional development skills are the skills and knowledge that go beyond the scope of the employee's job description although they may indirectly improve job performance whereas job mastery necessitates skills that are necessary to successfully perform jobs in the organization. Career Development skills are important for both employees and employers, along with the career education to acquire such skills. Hirsh et al (2004) examined that top management support is important for career development not only for individuals but also for the organizations for achieving its goals and objectives.

Career development practices increases employee motivation and productivity that results to organizational growth. Career development also attracts and retains the best people in the organization which need to realize that positive career development practices and policies for their workforce is a way to retain the best people.

1.2.9 Theories related to Organizational Communication

Organizational Communication is the study that deals with human communication within and outside the organization. Conrad and Poole (2005) defined communication as “a process through which people, acting together, create, sustain, and manage meanings through the use of verbal and nonverbal signs and symbols within a particular context”.

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Workers Performance was regarded as how well an employee is able to dispatch duties to the concerned organization. Introducing clear communicating performance standards and expectations, observing and providing feedback, and conducting performance appraisals should enable to achieve the key results through managing employee performance. According to Bass (1985), employees choose to perform tasks and duties with the managers or with the organization roles and objectives. Ince and Gül (2001) defined communication as the exchange of ideas, emotions and opinions through words, letters and symbols among two or more people.

Altinöz (2008) defines communication as a means through which the task and the duties needed to carry out as an assignment, the roles and duties and the expected results are made known to the subordinates, thus helps the organization and employees to meet their objectives. This means that communication is the transfer of information from one person to another. Thus effective communication is therefore the transfer of message, followed by feedback, from the receiver to the sender, indicating an understanding of the message send by the sender. Multidimensional aspect of the notion of communication along with its analyses helps the employees for better and improved performance at the work place. Communication is required to review, conceptualize and direct interaction in an organization.

According to Robson et al., (2006)” organizational communication is a process that enables employees to learn from each other and to coordinate their tasks and helps the group to develop and maintain a cordial relationship”. In the social constructionist approach, organizational communication was defined as the way language was helped to create different kinds of social structures, including relationships, teams, events and networks. Organizational communication is linked to organizational commitment in several ways.
Vandenberg, and Wilson et al., (2006) found that organizational communication, helped in work schedule flexibility through effective interpersonal communication and opportunity for learning affect organizational commitment and also leads to organizational commitment to total quality management.

1.2.10 Theories related to Organization Culture

Organizational culture includes values and behaviours that contribute to the unique social and psychological environment of an organization. “Organizational culture represents the collective values, beliefs and principles of organizational members and is a product of such factors as history, product, market, technology, and strategy, type of employees, management style and national culture”. “Culture thus includes the organization's vision, values, norms, systems, symbols, language, assumptions, belief, and habits”. The dominant culture in organizations depends on the environment in which the company operates the organization’s objectives, the belief system of the employees and the company’s management style.

“Organizational cultures can have varying impacts on employee performance and motivation level and employees work harder to achieve organizational goals if they consider themselves to be part of the corporate culture”. Highly bureaucratic and well-structured organizations typically follow a culture with extensive controls. Employees follow standard procedures with a strict adherence to hierarchy and well-defined individual roles and responsibilities. In competitive environments, strict hierarchies follow a competitive culture where the focus is on maintaining strong relationships with external parties. The strategy is to attain competitive advantage over the competition. “The collaborative culture is yet another organizational way of life. This culture presents a decentralized workforce
with integrated units working together to find solutions to problems”. Organizational culture is one of the basic mechanisms of company’s competitive advantage to continue performance.

Saffold (1998) in his book “Culture Traits, Strength, and Organizational Performance: Moving beyond Strong Culture” opined that, culture can give shape to the organizational processes which helps to create and modify the existing system. Organizational culture is extremely fixed with the social control that may cause to make influence on the employee’s decisions and behaviour. Organizational culture works as HR Practice that joins the employees together and make them feel a strong part of the corporate experience, which is useful to attract new staff and retain the best performers. Organizational culture is very useful to assist the decision making process, helps the employees to understand the organizational goals, actions and objectives, which augment the competency of the employees.

Denison, D.R (1990) in his book “Corporate Culture and Organizational Effectiveness” said “Organizational Culture provides the underlying values, beliefs and principles that serve as a foundation for an organization’s management system, as well as the set of management practices and behaviours that both exemplify and reinforce those basic principles. These principles and practices endure because they have meaning for the members of an organization”.

1.2.11 Theories related to Job Security

Wayne F. Cascio (2008) in his book “Managing Human Resources: Productivity, Quality of work life, Profits” opined that “employment security is fundamental to high performance management practices. Innovations in work practices or other forms of worker-management cooperation or
productivity improvement are not likely to be sustained over time when workers fear that by increasing productivity employees will work themselves out of a job”. Job security is the promise in an employee’s job stability due to the general economic conditions in the country.

Gomez-Mejia et al., (2003) in his book ‘Managing Human Resources’ opined that “Workers cannot count on a steady job and regular promotions, despite unprecedented economic prosperity in which jobs are eliminated every year”.

Charles R Greer (2008) in his book ‘Strategic Human Resource Management’ defined “Structural changes in the economy, increase in productivity resulting from technology, computerization and intense global competition led scores of companies to abandon employment security policies and downsize their work forces. Economic slowdown also accounted for some layoffs; many were the result of permanent structural changes as companies were able to accomplish the same or more work with fewer employees.”

H. John. Bernardin (2003) in his book ‘Human Resource Management an Experiential Approach’ discussed that “Mergers and Acquisition, downsizing and deregulations have all imposed great threat to job security. The employees through collective bargaining agreements, now began to deal with this threat by implementing retraining provisions. Job security has become a prime concern of union in the deregulated and technologically advanced industries globally including telecommunication.”

Subramaniam et al., (2011) focused on the linkage between human resource practices and organizational performance of small and medium firms in Malaysia considered job security as a dimensional or sub variable, and was
found that job security is not significantly related to organizational performance and however, the study noted that SMEs seems not to consider job security as a feasible strategy due to the fact that employees tend to give less attention to job security in searching for a job.

1.2.12 Theories related to Employer-Employee Relations

Michael Armstrong (2009) in his book ‘Armstrong’s Hand book of Human Resource Management’ noted that “Employee relations are concerned with managing and maintaining the employment relationship, which involves handling the pay-work bargain, dealing with employment practices, terms and conditions of employment, issues arising from employment providing employees with a voice and communicating with employees.”

Dunlop (1958), defined employer-employee relation as “the regulations and policies of the management hierarchy; the laws of any worker hierarchy; the regulations, degrees, decisions, awards or orders of governmental agencies; the rules and decisions of specialized agencies created by the management and worker hierarchies; collective bargaining arrangements and the custom of the work place and work community”.

Areas covered by employee relations policies include; trade union recognition, collective bargaining, employee relations procedures, participation and involvement, partnership, the employment relationship, harmonization of terms and conditions and working arrangements.

Michael Armstrong (2009) in his book ‘Armstrong’s Hand book of Human Resource Management’ noted that the HRM model of employee relations consists of “a drive for commitment, an emphasis on mutuality; the organization of complementary forms of communication; a shift from collective bargaining to
individual contracts; the use of employee involvement techniques; continuous
pressure on quality-total quality management; increased flexibility in working
arrangements, including multi-skilling; emphasis on teamwork and
harmonization of terms and conditions for all employees”.

1.2.13 Theories related to Job Performance

The improvement in the performance of employees is a
fundamental part of the continuous and smooth sailing of the organization. Job
performance refers to how well someone performs his or her work.

Jex (2002) defined employee performance as “all the behaviours
employees engage in while at work. A fair amount of the employee’s
behaviour displayed at work is not necessarily related to job-specific aspects.”
stated that, “employee development is one of the most important functions of
human resource management”. “Employee development means to develop the
abilities of an individual employee and organization as a whole and hence
employee development consists of individual or employee and overall growth
of the employee as when employees of the organization would develop the
organization then organization would be more flourished and the employee
performance would increase”. Therefore, there is a direct relationship between
Employee Development and Employee Performance. As when employees will
be more developed, they will be more satisfied with the job, more committed
with the job and the performance will be increased. “When employee
performance would increase, this will lead to the organization effectiveness”.
Kahneman (1973) in his book ‘Attention and Effort’ explains that “there is
short-term variability in performance which is due to changes in an
individual’s psycho-physiological state, including processing capacity across
time. These changes may be caused by long working hours, disturbances of
the circadian rhythm, or exposure to stress and may result in fatigue or in a
decrease in activity. However, these states do not necessarily result in a
performance decrease. Individuals are, for example, able to compensate for
fatigue, be it by switching to different strategies or by increasing effort”.

1.3. AN OVERALL VIEW OF SELF FINANCING MANAGEMENT
INSTITUTIONS

1.3.1 Self Financing Institution

Self-financing Institutions are now becoming a reality which in turn
is to be a great success and that cannot be kept away. The role of the self
financing institutions in the development of education system and structure in
India cannot be ruled out. There is a need to explore how efficient the self-
financing programs have become a practice to fund higher education sector in
the country. The ‘quality of faculty’, ‘infrastructure facilities’ and ‘learning
environment’ are the three pillars of higher education institution. It needs to
examine and analyse an empirical understanding of the self financing
programs and the importance of these practices in terms of quality, access
efficiency and equity dimensions. Self-financing courses may be in high
demand; the policies need to be dynamic and responsive to the practices.

All universities should introduce a policy and practice in
accordance with the standards for self-financing courses in terms of
curriculum, availability of efficient and competent teachers, teaching learning
practices, evaluation, library, lab facilities etc. Students’ expectation and
realities of higher future returns from education, should be fulfilled. The
quality of teachers and students are important, because these two factors
greatly decide the quality of output in self financing education system. In
several self financing institutions there is a shortage of qualified and
experienced teachers. In order to assure profit for the management, quality is very much compromised.

It is the duty of the country to provide education to every citizen of the state but financial constraints forced the governments to look for new strategies and practices to meet the ever increasing demands for education from all classes of population. In order to gain access of education to masses, the governments experimented with the idea of self-financed institutions without increasing financial burden on its part. The self-financed institutions are those institutions which do not get any financial aid from governments. The rules and regulations framed by the government states that self-financed institutions are required by law to abide from time to time. But, these institutions meet their expenses from the fee charged from students. Self-financed institutions are generally out of reach to poor students as they charge very huge and hefty fee from students.

1.3.2 Self Financing Institutions in India

The education system in India is one of the leading ones in the world. It is much more improved in the period of globalization, privatization and liberalization days. The processes of globalization, privatization and liberalization made a huge impact on the privatization and commercialization of higher education system in the country not only on the international front but also in India. In recent years there has been an increasing trend both in the number of self financing institutions and also in student enrolments.

India has come out with an attractive scheme of self financing colleges and unaided courses. Most of self financing colleges are concentrated in western and southern parts of India and also the rise of self financing institutions in the other parts of India is a new phenomenon. The self financing
courses affiliated with statutory universities and colleges have found attractive with the middle class in India. The self-financing colleges under the private sector affiliated to different universities, they are criticized for eating away the educational quality. Self-financing colleges’ ultimate aim seems to be profit. By 2030, India will be one of the youngest nations in the world, with an estimated 140 million individuals in their early 20s. In fact, one in every four graduates of the world will be a product of Indian higher education system. Education is an essential tool for achieving development and sustainability. India strives to compete and integrate with a globalized economy where highly-qualified, innovative and creative professionals are required, the quality of higher education, learning environment and infrastructural facilities are a must.

Our higher education system with government universities, private institutions or self-financed institutions operates in line with a number of regulations. Broadly, institutions like the IIMs and IITs that made the country proud have the autonomy and flexibility of decision-making both effectively inside and outside the traditional Indian university system. It is a matter of grave concern that a number of self financing institutions in India have dropped terribly low in quality delivery over the last few decades in which they have become non deliverers of quality education for the country.

The government must “relax” public universities and institutions through appropriate policy modifications and intervention to meet the huge demand for job-oriented education and training. The government must encourage the self financing institutions that may actively contribute to higher education for the country. The public policy so far appears to be unfriendly and discouraging towards the self financing institutions in India with contradictory signals from the regulating bodies of the government.
1.3.3 Self Financing Management Institution

The history of self financing management institutions in India began with the liberalization of India's economy in 1991, when there were about 50 B-schools in the country. Management education in India has traversed a long distance over the years and has established itself as a powerful force capable of bringing about manufacturing revolution in the country. It provides the foundation to young managers to be part of the desired paradigm shift in the Indian growth flight.

Management education in particular, exist many renowned high-quality institutions in India (IIMs, IITs) providing world-class education. These institutions are committed to educational excellence and are responsible of their responsibilities and providing with quality infrastructure, learning environment, quality teaching, course curriculum, affordable fee structure and above all the commendable placements.

Due to our huge customer base, businesses across the globe are focusing the Indian market and are keen to start local operations. In order to make our country economic growth and a manufacturing hub more inclusion of a large number of business initiatives have been launched by the government recently in its venture. Now, management education more important than ever now because the above forces have increased the demand for professional managers multiple. It is, indispensable for all concerned educational thinkers, policy-makers, educational planners, administrators and regulators to revitalize the existing rules and regulations governing both the public and private sector higher educational institutions in our country.
A major reorganization in higher education might just prove to be even more productive than an open invitation to foreign universities to set up campuses in India. It is time to acknowledge the complement of public and private sector with revised policy to contribute to the higher education system and ensures its sustainable progress.

1.3.4 Self Financing Management Institutions in India

The establishment of IITs, IIMs, Schools of Law, a large number of advanced training and research institutions has now been well and widely accepted. Release of grants to universities and research organizations in India, University Grants Commission (UGC) set up under UGC Act 1956 and All India Council for Technical Education (AICTE) is responsible for co-ordination, determination, and maintenance of standards to such institution. The self financing institutions have no government funds and run the colleges on higher tuition fees.

The Southern States of Karnataka, Andhra Pradesh, Maharashtra and Tamil Nadu have been encouraging educational institutions in the self financing sector. The quality of self-financing management institutions in India is tainted due to the uneven growth of such colleges. Self-financing management institutions in India have very poor infrastructure, insufficient and unqualified faculty and levy very high fees from students.

The present composition of Indian Management Education is as follows.

1. Indian Institution of Management (IIMs) established by government of India.
2. University departments of management studies.
3. Colleges & institutions affiliated to universities.
4. Private Aided or Govt. Institutions approved by (AICTE).

5. Private Institutions or colleges not affiliated to any universities and are not approved by AICTE.

6. Private colleges or Institutions offering MBA courses in India in collaboration with foreign universities where degree are awarded by the foreign universities.

**Table 1.1 Growth in AICTE approved unaided- private management institutions for the Academic Year (2012-13 to 2016-17) in India**

<table>
<thead>
<tr>
<th>Year</th>
<th>No of Institutions</th>
<th>Growth in (No’s)</th>
<th>Student Intake</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>3624</td>
<td></td>
<td>423805</td>
<td>223870</td>
</tr>
<tr>
<td>2013-14</td>
<td>3485</td>
<td>-139</td>
<td>428993</td>
<td>221144</td>
</tr>
<tr>
<td>2014-15</td>
<td>3327</td>
<td>-158</td>
<td>432116</td>
<td>236381</td>
</tr>
<tr>
<td>2015-16</td>
<td>3197</td>
<td>-130</td>
<td>409655</td>
<td>231357</td>
</tr>
<tr>
<td>2016-17</td>
<td>3077</td>
<td>-120</td>
<td>398846</td>
<td>?</td>
</tr>
</tbody>
</table>

Source: (http://www.aicte-india.org).

Student intake in management education declined from 4,23805 to 3,98846 in the last five years. Enrollment in management education declined from 2,36381 to 2,31357 from the year 2014-15 to 2015-16. According to AICTE, around 40 per cent (150000 seats) of the seats in management institutions remained vacant in 2016 actually marked its downfall, many more will be closing down in the coming years.
The trend is more visible in the long-run B-schoools and the top-level institutions are mostly insulated from the decline in enrolments (Umarji 2011). This is an indication of promoting quality that determines the quantity in self-financing management institutions in India and shows the need for regulations by the government. In the dearth of improving quality in all spheres, many self-financing management institutions in India may be forced to exit the scene soon. Remarks made by S S Mantha, chairman of the All-India Council for Technical Education, puts it, “Colleges in remote India and institutions of poor quality are not getting students.”

1.3.5 Self Financing Institutions in Kerala

Kerala had made devastating and amazing progress in higher education in the past. The government and the private agencies had contributed to this area of progress in Higher Education system in Kerala. Self-financing colleges are institutions recognized with the university and established under the patronage of registered societies or trusts with their own funds and without any financial backing from the government and the capital for running of the institution are raised mostly in the form of fees collected from students. Once the NOC is given by the government, the All India Councils (e.g. MCI, AICTE, INC formed after a Government of India Act, to maintain quality of education imparted by professional institutions) carry out spot assessment to verify whether all the necessities are satisfied by the proposed institution. It is compulsory to the institution to get affiliation from a University concerned.

After 1980 the Indian economy has witnessed an extraordinary growth amounted to the increasing demand for professional seats. The demand for professional in all fields registered new heights that results to an out flow of students to professional colleges in the neighbouring states. In these
conditions, the public outlook was strong in support of establishing professional colleges in large numbers in Kerala in the self-financing sector. Initially, the government was giving NOC to semi-governmental organizations like IHRD, Co-operative Academy and various universities to establish professional colleges.

The new development of self-financing professional colleges began to be started in Kerala in 2001. The department of education gave NOC to 21 engineering colleges which fulfilled all the essential necessities stipulated by the AICTE. Letters of approval to 10 engineering colleges were handed over by the AICTE visiting teams after its inspection.

There were limited number of colleges and limited number of MBA seats in Kerala, before the opening of Kerala’s Higher education sector to Private self financing college and thus the opening of the sector provided a new window of opportunity to the student’s community to pursue MBA education in Kerala. It caused a big confront to the system.

The system of charging huge fees for a professional course started by Universities in Kerala during late 1980’s. Mahatma Gandhi University under weigh self financing courses in Management, Pedagogical sciences, Nursing, Pharmacy, etc. During 1993 Government of Kerala authorized three self financing engineering colleges each under the IHRD, LBSCST and MES. Arts and Science colleges affiliated to Kerala University, Mahatma Gandhi University, Kannur University and Calicut University started self financing courses in Computer Science, Electronics, Management Sciences and Engineering. These self financing institutions depend entirely on funds mobilised from student’s community. The private agencies and the
Universities have taken the initiative in starting self financing engineering, MBA and other colleges in Kerala.

The academic staff/teachers play an important role in the success of all educational institutions. In today’s spirited structure and situation, managing the employees and meeting their demands is a hard job. Many self financing educational institutions face the risk of dissatisfaction which results in the damaging of the quality of education.

Table 1.2 Growth in AICTE approved unaided- private management institutions for the Academic Year (2012-13 to 2016-17) in the state of Kerala

<table>
<thead>
<tr>
<th>Year</th>
<th>No of Institutions in Kerala</th>
<th>Growth in (No s)</th>
<th>Student Intake</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>70</td>
<td></td>
<td>6440</td>
<td>4508</td>
</tr>
<tr>
<td>2013-14</td>
<td>74</td>
<td>4</td>
<td>7290</td>
<td>4000</td>
</tr>
<tr>
<td>2014-15</td>
<td>74</td>
<td>0</td>
<td>7410</td>
<td>4336</td>
</tr>
<tr>
<td>2015-16</td>
<td>76</td>
<td>2</td>
<td>7380</td>
<td>4068</td>
</tr>
<tr>
<td>2016-17</td>
<td>77</td>
<td>1</td>
<td>7248</td>
<td>?</td>
</tr>
</tbody>
</table>

Source: (http://www.aicte-india.org).

Enrolments in management education declined from 4,508 to 4,068 in the last five years. According to the AICTE, around 40 per cent (3000 seats) of the seats in management institutions remained vacant in 2016 actually marked its downfall, many more will be closing down in the coming years.
Table 1.3 Self financing management institutions by university of affiliation

<table>
<thead>
<tr>
<th>Name of Affiliating University</th>
<th>No. of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mahatma Gandhi University</td>
<td>26</td>
</tr>
<tr>
<td>Kannur University</td>
<td>05</td>
</tr>
<tr>
<td>Calicut University</td>
<td>17</td>
</tr>
<tr>
<td>Kerala University</td>
<td>16</td>
</tr>
</tbody>
</table>

Source: (University Diary).

1.3.6 Problems faced by Self Financing Management Institutions in Kerala

Today Kerala’s higher educational system bears not due to the lack of policy proposals but due to the failure in their execution. Higher educational system, due to the coming out of self financing education resulting the tendency of pulling out of state from the higher education sector, leads to commercialization in education system and the withdrawal of government from its development to the development of higher education system in Kerala.

Since Kerala has a long history of legal controversy with respect to education it has played a key role in helping the escalation of self financing management institutions. The government did not show any attempt to regulate the large number of self financing management institutions administered by the minority communities as it would be violating their constitutional rights. The allotment of self financing colleges and sanctioning of are management courses not based on any need based evaluation. There is no association between number of placement drives attended by the students and the percentage marks obtained by the students and thus campus placements/academic placements became a mere
chance to candidates of self financing management institutions. The fee pattern is not reflecting the social justice. There is no educational scholarship given to eligible students of self financing management institutions.

The increase in corruption and the favouritism in the appointment of teachers in self financing management institutions mostly on political, religious and caste grounds have led to the exclusion of students from poor economic backgrounds to enter the teaching profession. The majority of the teachers were serving as guest faculties in self financing management institutions in Kerala. Majority of the students belongs to middle class and high class in self financing management institutions in Kerala. Lack of infrastructural facilities, basic amenities, capitation fee and corruption relating to admission, examinations and results in self financing management institutions is an important issue need to be addressed.

Lack of permanent and trained teachers and staff in self financing management institutions in Kerala reflects in the quality of education system in Kerala. The absence of competent teachers and the deplorable quality of management education have made management education a farce in Kerala. More than a hundred seats in these colleges remain unfilled this year. The self financing management institutions in Kerala suffers adequate provision of building, playground, text books, sports, hostels, scholarships and computer lab etc. as stipulated by AICTE, otherwise the university should withdraw its recognition.
1.3.7 Future of Self Financing Management Institutions in Kerala

The self financing management institutions in Kerala have observed remarkable changes as a result of reform and policy changes of the government. The most prominent outcomes of such policy is the growth of the self financing management institutions in Kerala. Kerala has made significant progress in self financed education in the past decade. Hence Kerala is selected for the purpose of present study. In Kerala, the Kerala University, Mahatma Gandhi University, Calicut University and Kannur University have made immense progress in self financing management education. Self financed institutions offer a number of courses including courses in the Engineering disciplines, MBA and MCA etc. The future of such institutions largely depends on the college environment and the quality of education offered by such colleges.

Scarcity of qualified teachers is probably the biggest single problem faced by the self financing management institutions in Kerala and this is acknowledged widely. The self financing management institutions in Kerala benefits from strong administration that provide incentives for teachers to perform and give students access to good basic and student support facilities. They are marked by efforts to raise additional funds from public and private sources. The self financing management institutions in Kerala now need to be equipped with physical infrastructure such as class rooms, computer lab, auditoriums, etc. Most of the colleges have already started implementing the reforms and policies showing the bright future of self financing management institutions in Kerala. The future of self financing management institutions in Kerala and quality of higher education largely depends on adequate facilities, availability of regular teachers and the quality of teaching by them.
1.4 STATEMENT OF THE PROBLEM

Human Resource is considered as the lifeline of any organization and it is very much in the self financing management institutions. In recent times, impact of human resource practices on perceived performance of teachers at self financing institutions has received increased attention of researchers. Rapid growth in the field of research examines differences in teacher’s effectiveness and raising student achievement. Dubbin (1990) opined that the success of education system largely depends on the quality of personnel that goes into it. It has been observed that people who are recruited in to teaching are of poor qualities. There were limited number of colleges and limited number of MBA seats in Kerala, before the opening of Kerala’s higher education sector to private self financing college and thus the opening of the sector provided a new window of opportunity to the student’s community to pursue management education in Kerala. Kane et al., (2011), Human resource practices form the most critical factor for an organizational effectiveness. Most of the self financing management institutions do not have human resource practices and manage their academia through employers own management policies and practices. The consequence of poor human resource practices being very grave even for the survival of the organization in the competitive world, it is imperative that the consequences of poor HR practices are identified and proper strategies are being framed so that performance of teachers could be improved.

The influence of human resource practices on perceived performance of teachers at self financing management institutions could be varied in nature as the teachers varies in demographical characteristics, personal characteristics and academic characteristics and their perception on factors related to HR practices and performance. Research attempts are made to underpin the impact of HR practices on perceived performance of teachers
and to suggest suitable HR practices that could enhance job performance. This task is considered to be crucial for the self financing management institutions and has become the need of the hour today. The task could be well accomplished when HR practices could be studied in the view point of the teachers. Hence this study is made and it is a humble attempt on the part of the researcher to explore the impact of human resource practices on perceived performance of teachers at self financing management institutions in Kerala and to provide suitable HR practices that could enhance job performance.

1.5 SIGNIFICANCE OF THE STUDY

Numerous researches that were done on the quest to know the impact of human resource practices on perceived performance of teachers at universities and colleges. Only few researches have attempted to study the impact of human resource practices on perceived performance of teachers at self financing institutions. This study taking the latter form in knowing the influence of human resource practices on perceived performance of teachers at self financing management institutions in Kerala will give authenticated responses as respondents (teachers) are belonging to various self financing management institutions in Kerala. Thus there could be only little room for disposition in the responses and so the study would throw light on the ground realities of influence of HR practices on perceived performance of teachers. Secondly the study not only involves factors related to HR practices (independent variable) and job performance (dependent variable) as many researchers have given due importance but also takes into consideration the demographic characteristics, personal characteristics and academic characteristics. The study thus would prove to be useful in revealing the impact of these factors on perceived performance. The academic characteristics include academic qualification (MBA, M. Phil, Ph.D and Others in which teachers are requested to tick their highest qualification). The above mentioned processes would specifically gain
comprehensible understanding on the factors that have influenced the perceived performance. Thirdly, it should be highlighted that there are no studies being carried out in Kerala context on the influence of human resource practices on perceived performance of teachers and hence a self-developed scale is being used to study the influence of human resource practices on perceived performance of teachers at self-financing management institutions. The self-developed scale is subjected to vigorous validity tests and is filtered through exploratory factor analysis and then finalized the HR practices.

The study has been carried out in the state of Kerala in which the Kerala University, Mahatma Gandhi University, Calicut University and Kannur University have made immense progress in self-financed management education. The reason for choosing the above-said universities is that most of the self-financing management institutions in Kerala are affiliated to the said universities. The self-financing management institutions in Kerala have observed remarkable changes as a result of reform and Policy changes of the Government. The most prominent outcome of such policy is the growth of the self-financing management institutions in Kerala. Hence the state Kerala is selected for the purpose of present study and the findings of this study would help the self-financing institution in addressing their HR practices related issues.

1.6 OBJECTIVES OF THE STUDY

The following objectives are framed to study the human resource practices and its impact on perceived performance of teachers at self-financing management institutions in Kerala.

1. To identify the human resource practices that could influence perceived performance of teachers.

2. To observe whether there is a difference in opinion among groups based on demographic factors with respect to the Job Performance.
3. To examine the impact of human resource practices on perceived performance of teachers.
4. To know the difference in opinion among groups based on demographic factors with respect to the human resource practices.
5. To find out the human resource practices that discriminate the perceived performance of teachers with regard to the intake (students) of the institution.

The first objective is studied on the basis of the human resource practices (independent variable) that could influence perceived performance (dependent variable) of teachers. The second objective is studied on the basis of whether there is a difference in opinion among groups based on demographic factors with respect to the job performance. The third objective is studied on the basis of the impact of human resource practices on perceived performance of teachers. The fourth objective is studied on the basis of whether there is a difference in opinion among groups based on demographic factors with respect to the human resource practices. The fifth objective is studied on the basis of the human resource practices that discriminate the perceived performance of teachers with regard to the intake (students) of the institution.

1.7 HYPOTHESIS OF THE STUDY

The following hypothesis are framed for the second, third and fourth objectives to observe whether there is a difference in opinion among groups based on demographic factors with respect to the job performance, to examine the impact human resource practices on perceived performance of teachers and to know the difference in opinion among groups based on demographic factors with respect to the human resource practices respectively.
Hypothesis I

The second objective of the study attempts to observe whether there is a difference in opinion among groups based on demographic factors with respect to the job performance.

$H_{10}$: There is no difference in opinion among groups based on demographic factors with respect to the Job Performance.

$H_{11}$: There is difference in opinion among groups based on demographic factors with respect to the Job Performance.

Hypothesis II

The third objective of the study attempts to examine the impact of human resource practices on perceived performance of teachers.

$H_{20}$: There is no impact of human resource practices on perceived performance of teachers.

$H_{21}$: There is an impact of human resource practices on perceived performance of teachers.

Hypothesis III

The fourth objective of the study tries to know the difference in opinion among groups based on demographic factors with respect to the human resource practices.

$H_{30}$: There is no difference in opinion among groups based on demographic factors with respect to the human resource practices.

$H_{31}$: There is difference in opinion among groups based on demographic factors with respect to the human resource practices.
1.8 SCOPE OF THE STUDY

The study on the human resource practices and its impact on perceived performance is confined to teachers working in self financing management institutions in Kerala. In this case it is confined to the views of teachers working in self financing management institutions affiliated to Kannur University, Calicut University, Mahatma Gandhi University and Kerala University. The study involved the perception of teachers (Assistant Professors and Associate Professors) of the self financing management institutions in Kerala. The study was done amongst teachers belonging to different age group who had varied educational background and experience. The study is focused for the academic year June 2015- May 2016 and it is relevant to the views of the teachers who are employed during this period.

1.9 OPERATIONAL DEFINITIONS

Self Financing Management Institutions: According to this study self financing management institutions in Kerala means institutions (recognised/approved by Kannur, Calicut, Mahatma Gandhi and Kerala University) offering MBA programs not aided by the state of Kerala.

Human Resource Practices: “HR practices are the means through which human capital can acquire, develop, motivate and maintain the employees. This may be possible through recruitment, selection, training courses appraisals, motivational programs etc”. Human resources practices also include building avenues through which employees will have opportunities for career advancement. George T Milkovich et al., (1997).

Perception: “Perception is a process by which individuals organize and interpret their sensory impressions in order to give meanings to their
surroundings. It forms the interpretations of the stimulus or situations they are faced with”. Aswathappa K (1999).

**Teacher:** The term teacher in this study refers to any faculty member who is designated as Assistant and Associate Professors in self financing management institutions in Kerala.

**Quality of Work Life:** “Quality of Work Life refers to job enrichment provided to members of work organization in the form of challenging work, healthy environment that proves to be lively, hygienic and safe”. Aswathappa K (1999).

**Training and Development:** Training and Development refer to the imparting of specific knowledge skills and attitude to an employee (KSA)”. Development is not primarily skills-oriented. It refers to the learning opportunities designed to help employees grow. John H Bernardin *et al.*, (1993).

**Recruitment and Selection:** “The term recruitment refers as the process of searching for right candidates for jobs in the organization and obtaining applicants for jobs, from whom the right people can be selected”. Selection is choosing the best candidate out of the applicants applied for jobs in the organization. Keith Davis *et al.*, (1993).

**Stress:** “Stress refers to an individual’s reaction to a disturbing factor in the environment”. It leads to strain on the part of the employee affecting his/her heath physically or mentally. Fred Luthans (1989).
Motivation: “Motivation is a process that starts with a psychological or physiological deficiency or need that activates behaviour or a drive that is aimed at a goal or an incentive”. Fred Luthans (1989).

Compensation: Compensation is all forms of financial returns and tangible services and benefits employees receive as a part of an employment relationship.

Performance Appraisal: “Performance appraisal is a process that starts with the systematic evaluation of the individual with respect to his or her performance on the job and his or her potential for development”. Dale S Beach (1980).

Career Advancement: Career Advancement refers to building up of one’s career from a lower level job to a higher level job. “Career in good organizations frame career paths for its employees based on performance appraisals and promotion policies of the organization”. Dessler (2009).

Organizational Communication: Organizational communication involves transfer of information among hierarchical levels with the objective that the message received by the receiver at one end and the same that was intended by the sender on the other end.

Organization culture: Organization Culture is the summation of beliefs; morals, value systems, behavioural norms and way of doing business that are unique to each organization.

Job Security: Job security is the promise in an employee’s job stability due to the general economic conditions in the country. Employees

**Employer-Employee relations:** “Employer-Employee relations are concerned with the relationship between management and workers and the role of regulatory mechanism in resolving any industrial dispute”. Michael Armstrong (2009).

**Perceived Job Performance:** Perceived job performance is an individual level perception that describes how well one could perform a job. Job performance determinants involve knowledge and skill on the part of the employee.

### 1.10 ORGANIZATION OF CHAPTERS

The thesis comprises of six chapters accomplishing the mission of the study.

The first chapter “Introduction” presents an insight into importance of human resource practices and job performance. The statement of the problem of the study is discussed, the objectives highlighted and the hypothesis are framed to test the objectives. Furthermore this chapter describes the importance and scope of the study. Furthermore this chapter looks an overall view and the current scenario of self financing management institutions in India and particularly the state Kerala. The private sector education system in India and in Kerala is dealt vividly along with the problems and the future of self financing institutions. Finally, it deals with the theories related to human resource practices and job performance that are considered to be the foundation of the thesis.
The second chapter “Review of Literature” explores earlier studies carried out on Human Resource practices and job performance. Though there are many related researches carried out at national and international levels, only reviews on researches that are critically related to the study are highlighted. Research Gaps are identified and a summary of the review is given.

The third chapter “Research Methodology” includes the methodology adopted to realise the objectives of the study. The instrumentation used to collect the data and the data collection procedure is elaborately discussed. Further the sampling design and techniques used for analysis are highlighted.

The fourth chapter “Analysis of Data and Interpretation” discusses about the employing of statistical techniques in the responses (data) collected and interprets the results as required in testing the hypothesis/objectives.

The fifth chapter “Findings, Suggestions and Implications” unfolds the findings on the basis of data analysis did in the previous chapter and discussions pertaining to the findings. It also discusses the research implications, managerial implications and limitations of the study.

The sixth chapter discusses about the “Conclusion and Future Scope” of the study.

1.11 CONCLUSION

This chapter introduces the present study and outlines the scope of the study. The research objectives, statement of the problem, hypothesis to the study have been included. The different operational definitions of HR practices and job performance (independent variable and dependent variable)
were presented. A brief overview of self financing management institutions and a description of the problems and future of self financing management institutions in Kerala have been presented.

The next chapter “Review of literature” deals with the various researches done on HR practices and job performance of teachers and employees in colleges, universities and organizations in the national and international levels. It also highlights the focus of the present study and explains how it differs from the earlier studies on HR practices.