against victimization” (1806), “To obtain periodical monetary benefits” (1590), “Influenced by friends and colleagues” (1251), “Political affinity” (1190), “To effectively represent and redress individual grievances” (1121), “Cannot afford to remain as non-member” (1064), had been ranked as the second, third, fourth, fifth, sixth and seventh respectively by the employees.

5.10 Summary

In this part the researcher has analysed the factors affecting human resource practices, selection criteria, training and development, promotion and retirement, motivational factors, factors influencing Human Resource Practices, factor analysis – private schools, factor influencing Human Resource Practices, factor analysis – private colleges, Garrett ranking technique etc.

Chapter VI
SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

6.5. Introduction

6.6. Summary of Findings

6.7. Suggestions

6.8. Conclusion
6.1. Introduction

Human capital is not visible on the financial balance sheet which is an underlying management force that is alive, breathing and sensitive, largely emotional and reactive, unlike the financial capital. In this chapter, the researcher has presented the summary of findings, suggestions for the betterment of Human Resource practices in private educational institutions at Namakkal District of Tamilnadu and conclusion.

6.2. Summary of Findings

The results highlight major elements, which are outdated traditional performance assessment system inherent in educational institutes in Namakkal District of Tamilnadu with no well-defined, policies and criteria. Further, the ineffectiveness of this old assessment system such as lack of communication of performance assessment criteria to teachers, poor feedback, lack of clear reward, unorganized developmental plans collectively act as an input in falling the standards of education. This research also gives the new path for developing and enhancing the teacher’s profiles such as, their involvement in research, imparting new teaching methodologies and to update knowledge in their respective fields. In addition, these factors individually or collectively lead institute towards sustainable development and growth. The present study is very much helpful to all Private Educational Institutions in General and the Namakkal District in particular to implement their Human Resource Policy in an efficient, economical and
effective manner so as to attain the overall results of the institutions. The following are the major findings of the present study:

i. **It is cleared that out of 150 private school employees, 43 (28.7 per cent) came under the category of high level of job satisfaction and 37 (24.6 per cent) came under the category of low level of job satisfaction. But nearly 70 (46.7 per cent) of the sample respondents from private schools had medium level of job satisfaction.**

ii. **In the case of private arts & science and professional colleges, out of 300 employees, 78 (26.00 per cent) were in the category of high level of job satisfaction, 150 (50 per cent) came under the category of medium level of job satisfaction whereas 72 (24.00 per cent) respondents had only a low level of job satisfaction.**

iii. **Out of fourteen socio-economic background variables, job level, job mobility, number of dependents, salary, family income, nature of housing are the variables associated with overall job satisfaction of private school employees. But in the case of private college employees, age, gender, job level, family income and rural/urban background are the variables**
associated with overall job satisfaction. Family income and job level are found to be the most important variables since these variables influence the job satisfaction of both private school and college employees in Namakkal district of Tamil Nadu.

iv. It is found that the majority of the employee respondents, namely, 60 per cent of employees from the Private Schools and 38.33 per cent employees of Private Arts & Science and Professional Colleges felt that performance in personal interview was considered important for selection in the institutions. Six per cent of the employees of private schools and 12.67 per cent of the employees of Private Arts & Science and Professional Colleges viewed that performance in group discussion was considered vital. Recommendation was considered as major criterion for selection according to 13.33 per cent and 21.67 per cent of private schools and Private Arts & Science and Professional Colleges respectively. Previous experience was a significant criterion for selection according to 14 and 16 per cent of employees of private schools and Private Arts & Science and Professional Colleges respectively. Only 6.67 per cent in case of private schools and 11.33 per cent in case of Private Arts & Science and Professional College employees felt that written test was a major selection criterion.

v. It is shown that that out of 150 respondents of Private Schools, 67 (44.67 per cent) underwent training offered by the employer and 83 (55.33 per cent) received stipend and other emoluments during the training period. In the case of Private
Arts & Science and Professional Colleges 41.33 per cent (124) of the sample employees underwent the training and 176 (58.67 per cent) received emoluments during the period. It may be inferred that training with stipend is provided by the employers.

vi. It is inferred that out of 150 private school employees who underwent training, 50 (33.33 per cent) felt that training enhanced their scope for promotion, while 30 (20.00 per cent) felt that it improved their skill and 70 (46.67 per cent) of them stated that they received additional incentives.

vii. In the case of Private Arts & Science and Professional Colleges, out of 300 sample employees who underwent training, majority of them 63.33 per cent (190) stated that training has definitely improved their skill, while 16.67 per cent of them felt that training enhanced the scope for their promotion and 20.00 per cent (60) of them had stated that they received additional incentives. It may be concluded that employees had a positive attitude towards training.

viii. It is inferred that in case of Private Schools, 56.67 per cent of the employees were aware of the promotion policy of the concern and 43.33 per cent were satisfied with it. In the case of Private Arts & Science and Professional Colleges 64.67 per cent of the employees were aware of the promotion policy and 35.33 per cent were satisfied with the promotion policy. So it may be concluded that more than half of the sample employees were aware of the promotion policy of the private educational institutions.
ix. It is found that better job option was the reason for resigning the job according to 69 (46.00 per cent) of employees of private schools and 115 (38.33 per cent) of the sample employees of Private Arts & Science and Professional Colleges. 18 (12 per cent) of employee respondents of private school employees resigned due to personal reasons. Only a meager number of respondents of Private Schools stated the reason of conflict and ill health. The poor compensation and poor working condition as the causes of resignation of previous job constitute 13.33 per cent each among the private schools.

x. It is understood that 63 (42 per cent) of the employees of Private Schools had been penalized by the management, while only 35 per cent of the Private Arts & Science and Professional Colleges had been penalized by the management. Reward for meritorious performances were received by 58 per cent and 65 per cent of the employees of private schools and Private Arts & Science and Professional Colleges respectively. It may be concluded that reward receivers were more than penalized employees in the case of both private schools and Private Arts & Science and Professional Colleges.

xi. It is found that majority of the employee respondents that is 44.44 per cent and 70.48 per cent of private schools and Private Arts & Science and Professional Colleges were penalized for late coming. 23.81 per cent and 14.29 per cent of employees of private schools and Private Arts & Science and Professional Colleges were punished for not obeying the rules. In the case of private schools
and Private Arts & Science and Professional Colleges, 31.75 per cent and 15.23 per cent of the sample employees were penalized for improper handling of classes respectively. Therefore, it may be held that late coming was the major default of the employees in the selected private educational institutions.

xii. It is indicated that the majority of the employees were issued memo which accounted 46.03 per cent and 63.81 per cent of the employees of private schools and Private Arts & Science and Professional Colleges for their defaults respectively. Only a meager per cent of the employees of private schools were penalized with increment cut which constitute 19.05 per cent whereas in the private colleges, it constitutes 14.29 per cent.

xiii. It is shown that out of 87 private school employees, 28.74 per cent of them received certificates/medals and 27.58 per cent got cash rewards. 24.14 per cent got increment, while 19.54 per cent of the respondents got promotion.

xiv. In the case of Private Arts & Science and Professional Colleges, out of 195 reward winner respondents, 31.79 per cent received certificates/medals, 30.26 per cent received increment. 20.51 per cent received cash rewards and 17.44 per cent of them were promoted to higher level.

Regarding Factor Analysis, the following four factors influencing human resource practices in private schools were extracted are:
Factor 1: The opinion with high loading on these factors is concerned with the fact that employees’ participation in management is in practice.

Factor 2: The opinion with high loading on this factor depicts that the monetary motivation is in practice.

Factor 3: This factor concentrates on the relationship between the management and the employees.

Factor 4: This factor is concerned with the fact that the management is sympathetic to the grievances of workers.

i. The average correlation between the variables and the factor loadings are 0.858. Thus the loss of information in using only the four selected opinion instead of the eleven opinions is very small.

ii. The selected measures are highly correlated to the factors they represent (high factor loadings). But they are independent low correlation coefficients between the selected opinions about the human relations in the institutions.

Regarding Factor Analysis, the following four factors influencing human resource practices in private colleges were extracted:

Factor 1: The opinion with high loading on this factor is concerned with the fact that monetary motivation is in practice.
Factor 2: The opinion with high loading on this factor depicts no dispute between the employees and the management.

Factor 3: This factor commentates on the grievance redressal machinery functioning well.

Factor 4: This factor is concerned with the fact that the relation with colleagues is good.

i. The average correlation between the variables and the factor loadings is 0.908. The loss of information in using only the four selected opinion instead of the eleven opinions was very small.

ii. The selected measures are highly correlated to the factors they represent (high factor loadings). But they are independent low correlation coefficients between the selected opinions about the human relations in the organization.

iii. It is seen that the highest total scores are awarded to the welfare scheme “canteen facility” (13585). Other facilities, “drinking water” (11788) “type of class room” (10968), “Training facilities” (9273), “provision of ventilation” (8241), “staff room facility” (7494), and “Sports club”, (7263) have been ranked as the second, third, fourth, fifth, sixth and seventh respectively by the employees.
iv. It is shown that the highest total scores are awarded to the sources of grievances of, “Salary Benefits” (14817). The statement “Conditions of work” (14533), “Transfer and promotion” (13318), “Principal’s/Headmaster’s Attitude” (11708), “Suspension and Termination” (11667), “Conflict between Employees and the Management” (8107) have been ranked as the second, third, fourth, fifth and sixth sources of grievances respectively by the employees.

v. It is found that the highest total score is given to the amenity. “Canteen facility provided by the employers” (3560), which tops the list followed by the perquisite “drinking water facility” (3526), “type of class room” (3482), “Training Facilities” (3165), “Provision of ventilation” (2749), “Sport Club” (2676), and “staff room facility” (2339) have been ranked as the second, third, fourth, fifth, sixth and seventh respectively by the employees.

vi. It is portrayed that the highest total score is awarded to the sources of grievance of “Salary Benefits” (5464). The statement “Transfer and promotion” (4986), “Conditions of work” (4326), “Principal’s/Headmaster’s Attitude” (3387), “Conflict between Employees and the Management” (3368) and “Suspension and Termination” (3231) have been ranked as the second, third, fourth, fifth and sixth sources of grievances respectively by the employees.
vii. It is found that the highest total score is awarded to the service of, “To obtain better welfare facilities” (1977). The statement “To safeguard against victimization” (1806), “To obtain periodical monetary benefits” (1590), “Influenced by friends and colleagues” (1251), “Political affinity” (1190), “To effectively represent and redress individual grievances” (1121), “Cannot afford to remain as non-member” (1064), have been ranked as the second, third, fourth, fifth, sixth and seventh respectively by the employees.

6.3. Suggestions

The employees in some private educational institutions are happy to stick with the institutions while others look for a change. The reason is that some educational institutions know how to take good care of their employees and provide a working environment that helps them retain their identity, while proving themselves and growing along with the institutions. In this section, the researcher has presented some of the important suggestions for private educational institutions in Namakkal District
concerning about best Human Resource Practices that can help in the creation of a highly satisfied and motivated work force.

6.3.1. **Work Environment**

Creating a safe, healthy and happy workplace will ensure that the employees feel homely and stay with the organization for a very long time. Each one should be given importance and provided the security that gives him the motivation and incentive to stay. This is usually achieved through internal surveys to find out whether they are satisfied and if not what they think needs to be changed.

6.3.2. **Open Management**

Employees don’t like the feeling of being kept in the dark about what is happening in the institution. They feel motivated and develop enthusiasm only when the management opens up to them and discusses the institutions policies, goals and objectives. This encourages participative management. Asking them for ideas on how to improve will get their creative juices flowing. Being open about everything related to the institution will help in building trust and motivating the employees. This open management policy can be practiced using several tools.

6.3.3. **Performance Incentives**

Paying out bonuses or having any kind of variable compensation plan can be both an incentive and disillusionment, based on how it is administered and communicated. Bonus must be designed in such a way that people understand that there is no payout
unless the educational institution hits a certain level of achievement. Additional criteria could be the team’s success and the individual’s performance. But it is important to keep in mind that these bonuses should not be given without a reason, unless it is a commitment for annual bonuses or some such thing.

6.3.4. Performance Feedback System

This system, which solicits feedback from senior teaching staff, peers and subordinates, has been increasingly embraced as the best of all available methods for collecting performance feedback. Senior persons could use this feedback for self development.

6.3.5. Employee Evaluation system

The educational institutions should develop an evaluation system that clearly links individual performance to the institutional goals and priorities. This works well when achievements are tracked over a year. For a fair review of each employee, the evaluation, apart from being done by the Management, should be done by another person at a higher level, for whom the employee’s contribution is important. Ratings can also be obtained by other employees. This ensures a fair and accurate rating of each and every employee.

6.3.6. Sharing of Knowledge
To adopt a systematic approach to ensure that knowledge management supports strategy. Store knowledge in databases to provide greater access to information posted either by the institution or the employees on the knowledge portals of the institution. If an employee returns after attending any conference, seminar or skill development program, sharing essential knowledge with others could be made mandatory. Innovative ideas (implemented at the work place) are good to be posted on these knowledge sharing platforms. However, what to store and how to maintain a Knowledge base requires deep thinking to avoid clutter.

6.3.7. Publicize Good Performances

Every educational institution has some employees who outperform others. Create profiles of top performers and make these visible through institution intranet, display boards and the like. This will encourage others to give their best, thereby creating a competitive environment within the institution. If a systematic approach is followed to shortlist high performers, you can surely avoid disgruntlements.

6.3.8. Open house discussions and feedback mechanism

Ideas rule the world. Successful institutions nurture ideas and they understand that employees who are actually working and know the management can provide the best ideas. The management should have discussions with employees to get these ideas out of them. There can also be suggestion boxes to capture these ideas. Through this system,
management of the private educational institutions can find talented employees and develop them.

6.3.9. Reward Ceremonies

The recognition of talent is highly important today; this recognition has to be made public and what better way than holding ceremonies and announcing to the whole world (the employees), the achievements of a fellow employee. Looking at the Dollar Check is often less significant than listening to the thunderous applause by colleagues in a public forum.

6.3.10. Tie-up with foreign institution

A tie-up with a foreign educational institution of HR practices in private education could also be a possible way by which the Indian educational institutions of HR practices in private education can make entry into the target markets.

6.3.11. Encouragement to attend the seminar

Teachers should be encouraged to attend various Conventions, Conferences, Seminars, Workshops in their disciplines to update their subject know-how.

6.3.12. Transparency should be maintained

Complete transparency should be maintained in the working of teachers in Academic Bodies and other Governing Councils of the institutions. There is an urgency to review the Private Educational Institution Acts in different States and revise the same
in the light of the new requirements and the challenges being faced by the private educational institutions in Namakkal District. New technologies of information and communication should be utilized for obtaining administrative efficiency.

6.3.13. Democratic process

As the Private educational institutions are the feeding sources of the regional educational development, a better coordination in their working and activities is very much required. The participation of the teaching faculty in through a democratic process should be ensured.

6.3.14. Reduced control by the Government

The Governmental control in the private educational institutions must be reduced, so that the institutional autonomy and accountability are strengthened and academic decisions are taken on merit.

6.3.15. Encourage the Continuing Education

Knowledge, skills, and abilities can be defined through workshops, trainings, and certifications that are pursued in addition to educational degrees. The role of human resources for any organization is to track employee’s continuing education credits. Many positions require continuing education credit to maintain certification in their field. Compliance with certification of employees falls to the human resource office.
Such healthy practices encourage the growth of the educational institutions as employees after all play a major role in the well-being of an institution. Making an employee feel like a million dollars pays in the form of the success of an organization.

6.4. Conclusion

The purpose of the current study is to examine the effects of Human Resource practices in the private educational institutions in Namakkal district. This study explored the current working conditions and obligations of four hundred and fifty teachers who are working private educational institutions. Furthermore, the study describes the elements of the human resource management infrastructures that govern the private educational practices in these institutions. Recommendations for human resource management infrastructure are proper proffer. The results highlight elements, which are outdated traditional performance assessment system inherent in private educational institution in Namakkal District with no well-defined, policies and criteria. Further, the ineffectiveness of this old assessment system such as lack of communication of performance assessment criteria to teachers and administrative staff, poor feedback, lack of clear reward, unorganized developmental plans collectively act as an input in falling the standards of private education in interior Namakkal District.

Performance system must be on-going and its focus must be on performance tracking and development rather than assessment of performance at the end. It means that the private educational institutions should monitor the individual performance and arrange interim meeting with individual to guide for their performance. Along with, it
special training should be arranged in the areas in which the institute wants to improve an individual. The feedback of individual must be formal in writing with the letter of appreciation or recommendations rather than warnings. This research also gives the new path for developing and enhancing the teacher’s profiles such as, their involvement in research, imparting new teaching methodologies and to update knowledge in their respective fields. In addition, these factors individually or collectively lead the institution towards sustainable development and growth.

As far as many concern after the privatization there are proper Human Resource practices among private educational institutions in the study area. Infact the teachers are working more than ten hours even than they are drawing less salary than minimum salary earned by labour. They do not have right method for recruitment, training, compensation and other benefits. So, teachers have lost their interest and the quality of the education is drastically affected. Teachers are service minded; but they need some financial security for their survival. India requires persons like Adam Smith, Bill Gats, to build up our economy. Creating such great personalities in the hands of the education institutions. The teachers were poorly paid respectively and with the work without satisfaction, this dream will not become true.

In this background, the present study has focused on studying the Human Resource Practices prevailing in the Private educational institutions in Namkkal district. Though the Namkkal District is known for industrial ventures, it has become popular for high-end private educational institutions which are continuously providing larger
employment to the teacher community. It is well known fact that the performance of teachers is highly influenced by the overall working environment prevailing in the institutions. So, the present study will be definitely helpful for strengthening the existing the Human Resource Practices not only into Private Educational Institutions of the study area but also other educational institutions in the other parts of our country.

**Bibliography**

**Books and Journals**


