Evaluation Of Human Resource Management Practices In Private Universities With Special Focus To West Bengal

Amit Kr Ghosh , Dr. Hitendra Trivedi

Department of Management, Dr. A.P.J. Abdul Kalam University, Indore (M.P.), India.

ABSTRACT:

Human resource is considered the most important asset of an institution or University, but very few are able to fully harness its potential. Human resource management (HRM) is defined as composed of policies, practices and systems which influence employees' behavior, attitude and performance. Globalization, worldwide competition, innovation, and technological advancements have brought attention to the need for HRM for competitive advantage. Furthermore, education is currently a brand-new, emerging industry. Because of the fierce competition among universities and their goal to rank among the greatest institutions in the world, resource management is quite challenging. In this article, evaluation of human resource management practices in private universities with special focus to West Bengal has been evaluated.

Keywords: Human, Resource, Management, Universities, West Bengal.

INTRODUCTION:

Human resource management (HRM) is the management of employees with an emphasis on them as organisational assets. In this sense, workers are referred to as "human capital."[1] Similar to other business assets, the goals are to increase performance while lowering risk and maximizing return on investment. [2] The objectives of the research are hereunder with special reference to West Bengal:

1. To examine the nature of the contemporary practices of human resource management in private universities.

2. To evaluate the current practices of human resource management in private universities.

3. To explore about the challenges facing during the practices of human resource management in the private universities.

4. To determine staff perception regarding the practices of human resources management in private universities.

5. To identify the major challenges of human resource management practices in the private universities.

6. To analyze how the nationally formulated human resource management policies and directions are considered in practices in the private universities.

7. To examine the academic staff commitment to their work in response to the prevailing human resource management practices.

8. To identify the aspects of human resource management practices affecting academic staff commitment.

RESEARCH METHODOLOGY:

The study is descriptive because it only details the activities, perceptions, and difficulties. Three private West Bengal universities were the subjects of this study, which was conducted in India. Three private universities were taken into consideration for this study. TIU, AU and SSU are the three private institutions that were arbitrarily chosen. Simple random sampling process was followed during the sample taken. For TIU, out of 622 sample, 156 sample was selected. Similarly, for AU out of 490, 123 sample was selected and for SSU out of 474, 119 sample was selected. Accordingly, this study was carried out on a randomly selected sample of 398 out of 1586 total population of the study. In terms of methodology, the researcher used both qualitative and quantitative approaches to data collection. The study also employed both primary and secondary data to acquire insight into the practices, perspectives, and difficulties of human resource management in higher education universities. For the primary data collection, there were predetermined structured and unstructured questions. The preliminary phase of the questionnaire was started by explaining the purpose of the research, the extent of the validity and accuracy of the required data and the general expectation

from the respondents. Confidentiality and anonymity of the respondents were guaranteed. Subsequently, each part of the questionnaire had detailed instructions. In general, careful consideration had been given to the preparation and administration of the questionnaire so as to ensure that data collection was done in an effective and efficient manner. This was due to the intention of the researcher was to maximize the quality of the data and specifically to ensure that both quantitative and qualitative data would be captured. A total of 398 questionnaires consisting both structured and unstructured questions were self-administered for randomly selected academic staff and leaders of three selected Universities. The data was analyzed by using SPSS version 20.

DATA ANALYSIS AND INTERPRETATION:

Primarily, the purpose of this study was to determine the extent to which West Bengal private Universities are currently practicing human resource management. It was extended to the perception and challenges that the staff experienced in the process of managing human resource. It simultaneously contains data analysis, statistical outputs with its interpretations. Procedurally, the preliminary phase of the questionnaire was started by explaining the purpose of the research, the extent of the validity and accuracy of the required data and the general expectation from the respondents. Confidentiality and anonymity of the respondents were guaranteed. Subsequently, each part of the questionnaire had detailed instructions. In general, careful consideration had been given to the preparation and administration of the questionnaire so as to ensure that data collection was done in an effective and efficient manner. This was due to the intention of the researcher was to maximize the quality of the data and specifically to ensure that both quantitative and qualitative data would be captured. A total of 398 questionnaires consisting both structured and unstructured questions were self-administered for randomly selected academic staff and leaders of three selected Universities. From these 363 questionnaires were properly filled and the remaining 35 questionnaires were discarded because of their incompleteness and serious missing. The data was analyzed by using SPSS version 20. The analysis revealed that the overall response rate was about 91%. The data analysis and interpretation has been under the following

parameters:

- Analysis of the Respondents' Background Information

- Analysis of the Current Human Resource Management Practices

    ➢ Finding of the current staff recruitment and selections practices

    ➢ Finding of the current staff training and development practices

    ➢ Finding of the current staff performance evaluation practices

    ➢ Finding of the current staff benefits and incentive setting practices

    ➢ Finding of the current staff reward, motivation and retaining practices

    ➢ Finding of the current staff administration practices

- Analysis of the Current Practices of Staff Commitment

- Factor Analysis of the Challenges of Human Resource Management

- Analysis of the Perceived Practices of Human Resource Management

    ➢ The perceived practices of the current staff recruitment and selections

    ➢ The perceived practices of the current staff training and development

    ➢ The perceived practices of the current staff' performance evaluation

    ➢ The perceived practices of the current grievance handling of staff

- Analysis of the perceived current views of staff' towards their job

CONCLUSION:

In this study, the approaches, perspectives, and difficulties of contemporary human resource management in higher education institutions were carefully considered. My personal job experience at the company informed my choice of topic, and as time went on, I started to question why academic staff members regularly exhibit depressive behavior in universities. I was able to affirm from experience that executives of higher education institutions frequently overlook the human aspects of leadership and instead focus on the requirements and goals of the organization. Universities commonly saw significant turnover rates among academic staff members as well as a general lack of commitment to one's career. [3]

There is a tenuous psychological contract between each individual and the organization, despite the fact that human resource management is in place to support it. The relatively short-term view that the university personnel were adopting, in which everyone intended to leave the company as soon as their mutually agreed-upon scholarship commitment was complete, made this clear. University employees frequently complain about recruitment practices, issues with transparency, the effectiveness of selection methods and criteria, performance evaluation procedures, training opportunities, motivation and incentive programmes, research opportunities, facility shortages, and contract lengths because there is a lack of a shared vision and cooperation between top managers and employees in the sector. In this sense, it seems that the universities had a large number of disgruntled and less devoted staff members. [4] Employee appointment procedures for managerial positions were attributed to affiliations and political pressures, which resulted in complaints from the staff.

The fundamental objective of this investigation was to uncover the truth regarding the actual practices, preconceptions, and challenges of university human resource management. The specific objectives of the findings included examining the types of practices currently employed for managing human resources, describing how staff members perceive those practices, and identifying the most significant challenges currently confronting that management at the selected universities. Investigations on employee attitudes about their work and the strategic relationship

between human resource policy and real practices on the ground had also been conducted concurrently. Three private universities had used data for research purposes.

With this revelation, problems were addressed, and a setting was created that would help academic staff members perform their jobs in institutions more successfully. The handling and treatment of academic staff at universities has been found to be very poor; thus, gaps must be investigated and possibly closed. The study's findings also give a general overview of a number of elements that the researcher thinks can operate as obstacles to the transformation of higher education institutions. Most significantly, the study helps decision-makers and academics identify critical areas for growth in their institutions and the country while allowing them to build on past knowledge. In its context, the study was only conducted at three private universities. [5]

It was conceptually heavily constrained to the practices, perceptions, and difficulties of permanently employed academic staff in universities by utilizing the key elements of human resource management, such as human resource planning and position classifications, recruitment and selection, training and development, staff performance evaluation, staff motivation and rewards, commitment issues, staff treatment, and grievance handling practices.

Relevant theories and earlier research on human resource management practices and issues that have been published in books, journals, working studies, articles, and trustworthy internet sources have been thoroughly investigated and studied. It is inferred that the broad framework for this research seems to have been affected by the reviewed literature. The result was a descriptive survey that combined quantitative and qualitative techniques. The three private higher education institutions are given a choice by the study's respondents using the random sample methodology. Self-administered questionnaires containing both structured and unstructured questions were used for a total of 398 academic staff members and leaders who were selected at random. Methods for gathering both quantitative and qualitative data were combined.

The study also looked at primary and secondary data to get insight into the procedures, viewpoints, and challenges of human

resource management at universities. For the purpose of gathering primary data, both open-ended and closed-ended questionnaires were created. Document analysis was utilized to obtain additional data, assess the strategic relationships between governmental policies, principles, and guidelines and actual practice on the ground, as well as situate the study in a larger framework.

SPSS was used to enter the data. Descriptive statistics such as mean, standard deviation, frequency, and percentage were employed for the analysis. Inferential statistics, including principal component analysis and principal component analysis of non-parametric data, independent samples t-tests, linear regression models, and univariate ANOVA, were used. To provide a more thorough understanding of the results, qualitative data were broken down into several categories, categorized in line with the study's objectives, narrated, and integrated with quantitative data.

This poll found that 52.1% of respondents believed that the current procedures for choosing, recruiting, and placing people were good; 33.3% said they were equitable; and 14.6% believed they were subpar. The observed variances in this case were not statistically significantly correlated with the respondents' jobs, academic standing, work experience, or gender. Although 43.5% [158] of the respondents had a favorable impression of the current recruitment, selection, and placement techniques, 56.5% [205] of the respondents had a negative perception or evaluation of them. This implies that there was a mismatch between the practice's current status and the staff's perceptions of it for this particular component. There are a number of working practices that appear to be used by universities that staff employees do not entirely accept.

Similar to this, there was no statistically significant link between the socioeconomic characteristics of the respondents and the perceived variation. The use of unconventional criteria, adherence to unfair procedures, unplanned and unqualified staff selection for decision-making or teaching based on the top managers' recommendation without the demand of the departments, disrespect shown to staff members' differing opinions by top managers in that they assume their view is the only "golden view," and unprofessionalism of the recruitment and selection committee that had resulted in really disastrous situations were all examined in the conclusion. A sizable portion of respondents

expressed worry that academic staff recruiting and selection practices were being undermined in order to fill vacancies and rely on less qualified and less experienced staff as a result of the increased rate of turnover at institutions.

According to the findings, 31.5% of respondents thought modern staff training and development practices were good, 41% thought they were fair, and 27.5% thought they were bad. In contrast to gender and academic standing, in this situation, work experience and position did not have a statistically significant association with the changes in beliefs. 32% [118] of respondents thought its practices were unethical, compared to 67.5% [245] who thought it was. In this summary, it was found that, with the exception of the respondents' work experience, gender, academic standing, and position, these variables did not statistically substantially correspond with the observed perceptual differences. As a result, it was determined based on the results that the respondents are negatively seen as a result of major problems such as the absence of a training effect evaluation, a training need assessment, and on-the-job technical and professional training.

The lack of ongoing academic workshops and seminars, the unfair and contradictory contractual agreements that staff members were compelled to sign with the university overseeing the scholarship, and the lack of adequate credit for post-training experience, particularly after the completion of second and third degrees, were the main issues that were resolved. In terms of how academic staff performance reviews are now performed in universities, 66.9% [243] of the respondents had a negative impression, while 33.1% [120] had a positive one. The respondents' assessments of the current staff performance appraisal systems used in universities were statistically unrelated to any socioeconomic criteria, including gender, academic standing, employment history, or positions. A predetermined percentage of respondents—36.4% rated the procedure as "good," 40.2% as "fair," and 23.4% as "poor"—judged it to be effective.

The resultant sig. values for the variables were 0.11, 0.16, 0.39, and 0.55 at X2-values of 4.42 for gender, 6.6 for academic standing, 4.49 for experience, 8.49 for experience, and 4.95 for responsibility (responsibility). Instead, the result for this variable demonstrated that ongoing performance reviews and the associated benefits for better performance were rarely seen in practical settings. Support

for less skilled staff, cautious supervision, hiring based on performance, and giving honest, complete, and responsible feedback weren't routinely provided to the staff.

Comparatively, of the respondents, 25.1% thought the universities' staff's rewarding, motivating, and retention methods were good, 46.8% thought they were fair, and 28.1% thought they were terrible. Gender, academic standing, professional experience, and practices were strongly correlated in this situation, but not with the respondents' positions in universities. The cluster comparison study revealed that 35.1% of respondents believed academic staff members at higher education institutions were extremely dissatisfied with their professions, while 64.7% of respondents agreed that they were dissatisfied with their work. In this case, 35% of the shift in the staff's job satisfaction was caused by a change in how universities now manage their human resources. In this case, there was no statistically significant correlation between the observed perceived variation and the various groups of respondents according to their gender, academic standing, work experience, and position.

Respondents reported varying levels of employee engagement: 48.8% reported low staff commitment, 41.9% reported moderate commitment, and 9.4% reported high staff commitment. Contrary to academic standing and position, gender and job experience had statistically significant relationships with the observed difference in opinion. The results of the multiple linear regression model in this case indicated that changes in staff compensation and benefits, training and development opportunities, and staff administration practices together accounted for 61.1% of the change in employee commitment level. The researcher came to the conclusion that the difficult working conditions and inadequate human resource management practices at universities were to blame for the academic staff's dissatisfaction with their jobs.

The most challenging aspects of staff treatment and grievance handling practices that this research has uncovered include a lack of good governance, unfair staff treatment in a variety of situations, such as hiring, discrimination practices, unfair decisions made by top managers, poor conflict resolution practices, a lack of a participatory decision-making process, and misused academic freedom. As a result of these upsetting conditions, 38.8% [141] of

respondents may have had a favorable opinion of the current processes for resolving employee grievances in universities, whereas 61.2% [222] may have had an unfavorable opinion.

The remaining three variables—gender, academic standing, and position—have no statistically significant correlations with the variations at X2-value = 3.95 for gender, 7.21 for academic status, and 3.49 for responsibility, and df = 2 for gender, 4 for academic status, and 6 for responsibility, with the exception of work experience.

Last but not least, the component score coefficient matrix of the principal component analysis result showed that the five representative components of the challenges influencing the universities' human resources were top managers' lack of commitment to change, a lack of incentives and benefits for employees, staff turnover issues, unfair treatment practices by top managers, and issues related to administrative bureaucracies.

The basic objectives of the study, which were to analyses the common approaches to strategic human resource management in higher education institutions and pinpoint the variables influencing these approaches, have been mostly met, the researcher claims with assurance. In this case, leaders and academic staff from many universities with a range of socioeconomic backgrounds participated in the poll. In spite of the majority of respondents believing that the universities' policies on human resource planning, recruitment and selection, training and development, performance assessment, staff motivation and rewards, staff administration, and grievance handling were fair, the results discussed above show that they had a negative opinion of them. In other words, staff workers were generally irritated by the procedures and had strongly ingrained pessimistic beliefs. The de facto practices of staff planning and position classification in the universities included in this study are significantly influenced by variables other than overt policies, laws, and professional qualifications. Particularly in the current employment process, meddling and low quality frequently skew the selection criteria and methods. It was utterly deficient in knowledge, objectivity, and transparency. Additionally, the findings revealed unethical and flawed methods for determining needs, a lack of on-the-job training, and unequal access to opportunities for higher education with requirements, notably at the PhD level.

Performance-based hiring, regular performance reviews, and related benefits and help for underachievers were not implemented fairly and effectively. The objectives of the performance appraisal were not utilized by the functions of the development method. The difficulties in this regard included the use of inconsistent criteria, which could result in a poor opinion of the appraisal process; unsuitable appraisers who lacked sufficient understanding of the established criteria and were therefore unable to conduct efficient performance feedback; a lack of commitment to enhancing performance appraisal practice; and, finally, a lack of top-management support. The underperformance of staff motivation and incentive systems was also influenced by senior managers' lack of interest and dedication, as well as their ignorance of the relationship between reward and performance. The findings of this analysis demonstrated that current human resource practises have an impact on employee commitment. Academic staff employees were dissatisfied and unhappy with their jobs as a result of institutions' pervasive human resource management practices. As a result, the study's findings provided some convincing proof that the present approaches to managing human resources and employees' commitments are related.

This finding supports the findings of studies by Iverson and Buttigieg (1999), Meyer and Smith (2000), and Wong et al. (2001), which found that practices in human resource management, such as routine performance reviews, bonus and compensation plans, opportunities for training and development, and regular constructive feedback, can significantly boost employees' organizational commitment. Due to the typical pay and incentive structures, they employed, even the colleges with clear geographic advantages did not have the ability to hire and retain staff that was made up of a diverse group of brilliant professionals. The current compensation structure and, to some extent, the trends in staff recruiting are also impeding universities' capacity to attract the best candidates.

In addition, the respondents claimed that the workplace environment was not fully pleasant. The majority of academic staff members also expressed dissatisfaction with their positions. The human resources management practices used by the private higher education institutions used in this study definitely needed to be improved in order to ensure worker commitment and

satisfaction. The results show that there are several situations in which the practice or procedure of human resource management deviates from internationally established standards and guidelines. It was clear that the gap between ideals and reality had developed either as a consequence of the administrative bodies of the universities' disdain for the rules and regulations or as a result of their fabricated responsibility.

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