

## **Human Resource Management Policies for Educational Institutions- A Reassesses**

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### ***ABSTRACT***

*In the today's era of trajectory competition, the professionalism is buzz word for success of any organization. Today's educational Institution and Universities Administration is not sufficiently found in practice of professional HRM. The aim of this article is to highlight the grey area of HRM management application in the working environment of the educational institutions. Almost all educational institutions are striving hard to achieve quality in their research and development or facing the problem of attrition rate. Since, the concept of professional HRM is found far away from implementation in these institutions. This article may remind the professionals and the employees specially the Chief Administrative Officer who have been*

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*appointed as the leader for human resource development (HRD) as their perceived role in these organizations.*

*Index Terms— Human resource Management (HRM), Human resource development (HRD)*

## **I. INTRODUCTION**

In every organization, there are three major resources to be managed if the organization wants to achieve its objectives and goals. These resources are Humans, materials and financial resources. And out of these three, human resource is the most important and difficult to manage. The reason being that every human being is born unique and therefore, is bound to have different characteristics— that is, the ways they think, feels, reason and act. Secondly, human beings control and coordinate the other resources. They constitute the workforce of an organization and are referred to as personnel. Since human nature plays a very major part in the overall success of an organization, it is therefore important to have an effective working relationship between the employee and the administrator as this is essential for the success of the organization [1].

HRM, which involves the efficient and effective management within an organization, is one of the vital functions of Educational Administrators. This is because every administrator has a function to perform through his staff and his own abilities. Every educational institution like other formal organizations needs human beings to execute its programmes and achieve educational goals and objectives. To be able to achieve this, the Registrar who is the ‘chief of administration’ has to ensure that personnel with whom he works knows their role goal and are been given appropriate growth and recognition [2].

As experienced in many countries, modernisation of higher education is not only a matter of policies and strategies, organisations and structures but also a question of behaviour and the attitudes of individuals. Ongoing reflections and analyses by experts and practitioners about university modernisation highlight among many other obstacles, the human constraints and the difficulty to make people change their attitudes and adhere to new approaches and methods. Structural reforms often fail because of the lack of commitment and motivation of individual actors. Developing the proper management of human resources is therefore becoming a key challenge

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within institutions and also at national level. New approaches to human resource management are currently being introduced in many countries to support the modernisation of governance of higher education systems and institutions [3].

Human resource management and staff development are becoming issues which require more and more attention on the part of individual institutions as well as from the national authorities. There is a need to recruit and retain highly skilled and motivated staff in order to make modernisation of higher education a reality. While more attention is often being paid to the working conditions of academic staff, it is slowly becoming obvious that administrative and technical staff also needs to be taken better into consideration, in order to ensure their commitment and contribution to the development of higher education institutions [4].

(A)Academic staff motivated but underpaid. Transparent recruitment procedures, good contractual conditions and concrete possibilities for staff development and career advancement are important factors in attracting and maintaining qualified academic staff at public institutions. Such measures also ensure that staff members are not only retained, but that their skills and capacities are constantly up-graded to meet the changing requirement set on the higher education sector.

(B)Administrative and technical staff – satisfied but undervalued: Administrative staff and their commitment and skills can be crucial to the successful modernisation of institutions and it is therefore necessary to pay careful attention to their recruitment, career management and working conditions. However, in the countries investigated, their role does not always seem to be considered of primary importance to the development of the higher education sector. Overall, there is less control by the national authorities over the recruitment of administrative and technical staff and open competitions are less common than for academic positions. Recruitment decisions are usually taken by the institutions [5].

(C)Management staff political pressure and lack of relevant training: Management staff naturally holds a key role in the development, strategic positioning and modernisation of higher education institutions. Therefore, the management of this particularly central human resource is of high importance to the success of institutions and indeed for the modernisation of the higher education systems as a whole. However, also some interesting examples of good practice can be found,

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underlining the increased will to achieve transparency and to select the effectively best candidates able to support the strategic goals of the institutions and their modernisation [6].

## **II NATIONAL POLICIES**

Human resource management is, in most cases, considered the joint responsibility of national authorities and public higher education institutions. However, in almost as many cases, human resource management is considered mainly a task of the institutions. In some cases, the fact that institutions are solely responsible is an outcome of a lack of national strategies in human resource management, whereas in others, human resource management is considered an important area of institutional autonomy and as such, not interfered with by national authorities. However, as human resources management is often understood in a rather restricted sense, the fact that in most countries, national authorities set the framework for contracts, salaries and recruitments may have led countries to opt for ‘shared responsibility’, even in cases where human resource development is not part of the task of one or both levels. While the importance of human resource management is recognised in many countries and regions included in this study, only five countries reported on specific human resource-related strategies at national level. At the same time, national strategies are considered very important by institutional actors and they are needed to support and give direction to institutional initiatives [7].

## **III NATIONAL POLICIES AND FRAMEWORKS IN HUMAN RESOURCE MANAGEMENT**

Human resource management is considered as something wider than the technical management of recruitment procedures, contracts and salaries and including also a strong developmental and strategic approach. Issues such as training schemes, incentives and rewards, evaluation and staff development support and systematic planning of future staffing needs are all part of what is considered “human resource management”. At the same time, most of the countries investigated in the framework of this study have a slightly more restricted understanding of the concept of human resource management and concentrate often on technical aspects related to hiring and management of staff. While institutions within countries may have taken more proactive roles

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in developing more comprehensive strategies to human resource management, countries with national strategies aiming explicitly at the development and reinforcement of staff are very few [8].

According to the national questionnaires, human resource management is, in most cases, considered the joint responsibility of the national authorities and public higher education institutions. However, in almost equally many cases, human resource management is considered mainly the task of the institutions.

Integrating human resource-related objectives into the overall national higher education strategies is a step in the right direction, as it shows that the importance of the issue has been recognised, to some degree, by the national authorities. However, in most of these cases concrete action and national level schemes supporting the realisation of the set goals and objectives are not well developed. Nevertheless, in some countries where specific strategies on human resources in public higher education have been elaborated, some financial support and specific schemes to support the achievement of the aims have also been set up [9-10].

Institutions do not operate in a vacuum, even where no national strategies on human resource management exist. Several different legal and regulatory aspects influence the way in which institutions are able to manage their own human resources. Indeed, the degree to which institutions may determine the number of posts, contracts, recruitment requirements, promotions, salaries and the teaching load, depends on the national frameworks and consequently varies between countries and regions [11].

Legal frameworks at national level are often important to maintain minimum standards across institutions, to protect the employees and to make sure that public funds are used efficiently. At the same time, institutional autonomy in issues related to staff recruitment, promotion and implementation of financial and other incentives may be an important way to ensure the competitiveness of institutions and to motivate their leadership to develop institutional strategies and schemes to support the institutional, as well as national objectives, in terms of human resource management [12-13].

#### **IV ACADEMIC STAFF RECRUITMENT, CAREER MANAGEMENT AND WORKING CONDITIONS**

The recruitment procedures and criteria, as well as contractual conditions and possibilities for staff development and career advancement, are important factors in attracting and maintaining qualified staff at public institutions. In addition, these tools are important in ensuring that the staff skills and capacities are constantly up-graded to meet the changing requirements, set on the higher education systems. Some problematic issues related to the subject of this chapter, as identified through the national questionnaires, the on-line survey and the site visit interviews concern the following:

- 1) Recruitment processes: high frequency of internal recruitment and lack of transparency of procedures used; corruption and nepotism; use of selection methods and criteria that do not support the recruitment of the best-suited candidates for the job; restrictive legal frameworks.
- 2) Career progression and training: lack of possibilities for career progression; prolonged time spent within one institution; lack or inadequacy of performance evaluations; lack of training; lack of sufficient motivation and incentives.
- 3) Working conditions: lack of research opportunities; political pressure and lack of autonomy; excessive working hours; permanent/short contracts; low salaries; the necessity to take up multiple positions. Each of the items listed, does not present the same challenge in each region, country, or institution to the same extent. A feature that can be considered negative in one context could be considered as positive in another. For example, a permanent contract is sometimes considered as the main attraction of jobs in higher education and thus one of its main competitive advantages in attracting staff. In other contexts, this is considered negative, since staff may not be motivated to improve and develop further, when there is no risk of losing their jobs [14].

#### **V ADMINISTRATIVE AND TECHNICAL STAFF RECRUITMENT CAREER MANAGEMENT AND WORKING CONDITIONS**

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Less information was provided through the national questionnaires and during the site-visits, on the conditions of administrative and technical staff, than on those of academic staff. Often, this is probably due to the fact that the differences between administrative and technical staff within institutions and e.g. in ministries are fewer than those between academic staff and similarly qualified individuals in other jobs. Often, very specific working conditions apply to academic staff, while administrative staff members have more 'standard' working profiles. Perhaps because of the direct connection between academic staff and the skills of their students, more focus on evaluation, quality assurance and further training is usually given to academic than administrative and technical staff. However, administrative staff and their commitment and skills are considered crucial to the successful modernisation of institutions and therefore, it is necessary to pay attention to their recruitment, career management systems and working conditions [15].

## **VI. MANAGEMENT STAFF**

Institutional management naturally holds a key role in the development, strategic positioning and modernisation of higher education institutions. Therefore, the management of this particularly central human resource is naturally of high importance to the success of institutions and indeed, for the modernisation of the higher education systems. Some problematic issues concern the lack of open competition for positions in senior management, their often politicised selection or appointment, the lack of adequate selection criteria based on the managerial skills needed by the institutions, the lack of training opportunities or training requirements and the different kinds of political pressures that institutional management may be subjected to. However, some interesting examples of good practice can be found, underlining the increased will to achieve transparency and to select the effectively best candidates, able to support the strategic goals of the institution and their modernisation [16].

## **VII. CONCLUSION**

The increasing importance and visibility of human resources management in today's organizations are recognized by the strategic roles played by some efficient human resource managers and their staff. The study of the practices and general characteristics of the Human Resource Division has

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revealed that Human Resource professionals in public educational institutions can also be proactive in addressing business realities and focus on future business needs. Besides the many challenges that still face the division, the strategies, policies and procedures put in place links practically all the university departments and units, and this determines the main functions of the division and its uniqueness as a unit which perhaps in the most visual way demonstrates what Human Resources stands for. This could be achieved if Human Resource is reorganized, restructured and reoriented along HR activities away from its traditionally routine activities and mundane tasks and allowed to position itself to focus attention on issue of greater strategic importance.

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