

AN EXAMINATION OF THE HUMAN RESOURCE MANAGEMENT PRACTICED AT SCHOOLS OF HIGHER EDUCATION

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ABSTRACT

Employee competency development and efficient usage improve organizational performance. HRM may "create value by increasing intellectual capital within the firm." Improved HRM practices boost college performance, which boosts institution performance. Colleges and faculties may affect performance. To determine policy implications, educational HRM practices must be examined. First, the faculties, colleges, and HRM system implementation levels were studied. At the second step, faculty comments on college HRM methods were considered.

Keywords: Higher Education, Educational HRM Practices

INTRDUCTION

Human Resources Departments at Higher Education Institutions

People management in the workplace has gotten increasingly difficult in recent times. People are sick and tired of repeating the same thing over and over again. They require shifts in routine and perspectives at various time periods. They cannot be relied upon to perform the same actions repeatedly in the same manner. People with more years of experience and seniority are entitled to a higher compensation. The cost of the trained labor is really high. Their efficiency is directly proportional to the person's capacity to provide direction and guidance. On the basis of observations and previous experiences, the following difficulties have been identified.

Poor Conditions of Employment

In most cases, the personnel anticipates monetary benefits for their accomplishments. However, in addition to this, they anticipate a more positive and energizing atmosphere within the school. However, it has been found that the faculty and staff at higher education institutions are need to make significant adjustments. They are always reported to be demanding that their working conditions include various amenities and flexibility options. The technique for the incentive system ought to be organized and methodical. Staff morale is boosted, productivity is increased, inter-group tension is decreased, and employee complaints are less likely to be lodged

when pay disparities are eliminated thanks to a competitive salary structure. Staff members' wages are not pooled with those of other government employees, and in certain cases, faculties are owned by several months of salary regions.

OBJEACTIVES

1. To analyze the pace of execution of HRM rehearses at the universities;
2. To discover the relationship between the profile of resources, schools and the degree of presence of HRM framework; and the degree of execution of HRM rehearses at the universities.

Concerns Regarding Personnel

The majority of schools of higher education have significant challenges when it comes to recruiting and retaining talented workers. The problem originates from the imbalance that exists between the quality of the employees and the number of employees in comparison to the size of the business. The underlying issue is the way in which new staff are hired, which is a broken procedure. The process of making decisions is significantly impacted by political considerations. They give preference to certain of their applications over others, which means that other applicants who are qualified and deserving are not taken into consideration. Only a tiny fraction of the workforce actually resides in the remote locations where their services are required, although that proportion is growing. They uproot their lives and head for the metropolis in the expectation of finding improved working and living circumstances there.

Implementation of New and Emerging Technologies in Teaching

The current era is one that is dominated by information and communication technologies. The utilization of information and communications technology is beneficial in virtually all fields, including the commercial and educational arenas. The use of information and communications technology allows for the rapid broadcast of information and the imparting of knowledge, as well as the decentralization of work and the extension of the work force. When it comes to instruction in the classroom, ICT can serve as a facilitator, supervisor, and guide for the faculty. The management of employees and students, as well as other operations such as financial concerns, can be made easier with the use of ICT.

When compared to those in other businesses, the budget for human resources in higher education is significantly lower. Because of this, the salaries of the staff members are kept low, and they have less flexibility as a result. As a result, the quantity of grants that are distributed to the faculties is decreased.

Alternation of mental processes – The number of private universities and other types of institutions is growing rapidly. Private higher education institutions generally offer superior facilities to their student bodies when compared to those that are officially recognized by the government. The proprietors and trustees of the organization realize that in order for the organization to be successful in the market and for it to be run in a lucrative manner, it is necessary to provide the employees with a variety of facilities and flexibility options. Some offer competitive compensation packages to skilled employees, which encourages people to move quickly

from one organization to another in order to take advantage of new opportunities. Poor management of human resources is the direct outcome of a low staff retention rate.

College Performance Management

Performance management evaluates faculty performance. Human Resources uses a performance appraisal framework to evaluate managerial/professional and office/service workers at the college. Reviews involve all departments, managers, and personnel. It facilitates head-faculty contact. The evaluation results are used to evaluate past job performance, serve as official documentation for grievance hearings, determine whether or not positions are adequately categorised, bring to light the necessity of training for workers whose reports reveal poor performance, and so on and so forth. Training sessions on how to conduct performance reviews are given often to supervisors and managers by HR.

Employee Matters and Industrial Relations

The policies, processes, and rules that pertain to human resources have a significant impact on employee rights and discipline. Policies are more broad in scope and serve as general guidelines that are centered on the actions of the organization, whereas procedures and regulations are more specific to the context in which they are applied. Procedures are more explicit than policies and establish standard operating procedures for how activities should be handled. The behavior of individuals is regulated and restricted according to a set of defined principles known as rules. They function similarly to processes in that they direct action and, in most cases, do not leave room for discretion in how they are applied. Rules represent a management's determination that action be taken – or not be taken in a certain situation, and they provide more explicit behavioral recommendations than do policies. Rules are a reflection of a management's choice. Complaints from employees are directed to the Human Resources department the vast majority of the time. The institution is distinguished by a culture of teamwork, strong internal as well as external communications in the execution of work processes, and a division of human resources that serves as a perfect example and a witness to the college's commitment to providing excellent customer service. The staff members working in the division work hard to attain their goals in order to satisfy the university's mission and vision for human resources. Staff As a result of the requirement that interpersonal ties in all offices be warm and friendly, it might be challenging to determine who the senior staff members are in any given office.

(HRMS) stands for " System of Human Resource Management."

In order to provide a wide variety of services and information that can be used for decision making, human resources departments at colleges and universities rely on integrated technological systems. This helps to guarantee that work is carried out effectively and efficiently across administrative and operational fronts. Instead than depending on managerial views and intuitions, HR can make use of the Human Resource Management System (HRMS), which gives them access to the exact information that is necessary for strategic planning. Having access to HRMS makes it easier for the director and staff members working in the HR office to carry out their responsibilities. It is helpful in conducting correct job evaluations, making appropriate payments for wages and benefits, and obtaining information regarding payroll. As was just mentioned, human resources also make use of HRMS for posting jobs, recruiting candidates, employing employees, and conducting training. The use of

HRMS helps to free up more time for HR staff members, who previously spent a significant amount of time responding to employees' normal questions and concerns.

Statement Of the Problem

Indian economic structure is changing, influencing quality of living. Rapid management changes have increased physical, behavioral, and psychological variations between people. Globalization has made the education sector competitive and fast-changing. Educational institutions compete for survival. Educational institutions succeed by maximizing human resources. All schools use value-added services to build their brands. Understand human resource management. For some, it's an exclusive, fluid, and ambiguous concept, while for others, it's a new model of management with different values.

The government funds assisted colleges. Maharashtra directly pays their faculty and personnel. Even aided educational institutions commercialize higher education, thus their social benefits fall short. It impacts education, colleges, and faculties. Thus, higher education-aided institutions yield little placements. We must investigate this pattern. It examines HRM implementation rates at different institutions and their effects.

Management of Human Resources at a Strategic Level in Educational Institutions

The role of human resource management (HRM) in achieving a competitive advantage has grown as a result of globalization, greater competition on a global scale, innovations, and technical improvements. In today's rapidly shifting and increasingly globalized economic world, the human capital of a firm may be the only competitive advantage that can be maintained over the long term. In light of recent advancements in technology as well as the availability of larger financial and material resources, it has been demonstrated that human capital is more vital than it has ever been. Due to the dynamic nature of employment, particularly in light of technical, organizational, and competitive improvements, it will always be difficult for businesses to recruit and keep a sufficient number of skilled employees from the labor market. This challenge will persist for as long as there are enterprises. This predicament does not have a remedy in sight. According to Barney and Wright (1998), knowledge-based economies in the 21st century place a premium on personnel as a major aspect in establishing a competitive edge. This elevates the relevance of the notion of strategic human resource management (SHRM), which is an acronym for strategic human resource management. In addition to reducing employee turnover, a number of studies have shown that SHRM results in higher levels of human capital investment. On the other hand, the majority of these publications are centered on a business-related environment. Research into the ways in which human resource management concepts may be used in academic settings lags far behind research into the field's other areas of focus. It is abundantly obvious, on the basis of the findings of earlier study, that the connection between SHRM practices and educational institutions has not been investigated nearly enough. Higher education, on the other hand, must make the most of its available human resources because of the labor-intensive character of the field. Because of this, it was decided to carry out study to determine whether or not universities in Saudi Arabia use strategic human resource management and, if so, to what extent. In the event that they are, then this investigation will also assess the degree to which this approach has been utilized.

Over the course of the past two decades, Saudi Arabia has seen the implementation of a number of different development projects. The major focus of these strategies was on making changes over the long term in order to address issues and difficulties with the regional economy as well as the inherent social and cultural components. The government's sixth development plan, for example, pushed for fundamental alterations in the underlying structure of the economy in order to foster growth and expansion across a wide range of industries. This was done with the goal of maximizing economic potential. As a direct result of the implementation of this development strategy, significant headway has been made toward the construction of a resource-based market that is competitive on a global scale. This has been done in a number of different ways. The information provided by the Saudi Arabian General Investment Authority suggests that Saudi Arabia possesses the most robust economy in the area. The monarchy's twenty percent share of the verified worldwide reserve of crude oil contributes twenty percent to the country's GDP, which accounts for forty-five percent of the total. However, the Saudi Arabian government is today confronted with a variety of economic and social challenges as a direct result of the nation's strong reliance on oil and the unpredictable political context in which it functions. These problems are a direct outcome of the enormous reliance the kingdom has on oil. As a consequence of the recent decline in the price of oil, which is anticipated to have a substantial impact on the economy of Saudi Arabia, it is possible that state financing for a number of services, including education, would diminish.

As a result, there is an urgent requirement for improved human resource management in the higher education sector in Saudi Arabia at the present time for a number of different reasons. This move is the outcome of the initiative taken by the Ministry of Higher Education to accredit universities as well as the rising demand of the general public for openness in the management of academic affairs. Second, the Saudi government has mandated that all companies, regardless of their size or level of competence, must immediately begin the process of replacing their foreign workers with Saudi natives. This has resulted in a notable shift in the appearance of the ordinary Saudi laborer as well as a stunning revolution in the composition of the working force in Saudi Arabia. The conventional conception of the immigrant workforce as a singular entity is undergoing a profound transformation as a direct result of the growing number of Saudi nationals who are entering the job market. The role of human resources in labor-intensive higher education institutions that have a high degree of autonomy and strong traditions is significant, if not vital, in the face of this environmental upheaval and loss in available resources. Consequently, the problem of making effective use of such resources is becoming a matter of growing urgency. One of the numerous strategies that are covered in the research that has been done on how to deal with the effects of environmental change and the depletion of resources is the strategic management of human resources. This study is one of the first of its kind, and it makes a substantial contribution to the little body of research that has been done on the topic of human resource management at Saudi Arabia's higher education institutions. It was discovered that, from the perspective of higher education in Saudi Arabia, there is not a single piece of literature that simply, fully, and precisely explains the characteristics of a human resource office that is considered a strategic partner. This was the conclusion reached when it was discovered that there is no such literature.

Institutional Contexts: Motivations for Reform

Because of the increasing levels of competition in global markets, educational institutions all over the world will need to compete more vigorously than ever with one another in order to attract the most talented and intelligent students. In the past, working conditions and pathways through careers were more or less consistent with one another and predictable. However, contemporary universities are becoming more and more ingrained in "a very complex knowledge producing game" (Gibbons et al., 1994, p. 65), which forces them to search for fresh capabilities in an unpredictable situation (Wood, 2005). Therefore, there has been a transition from a safe and low-maintenance environment to one that is more precarious and high-maintenance; however, the magnitude of this transition and the rate at which it is occurring vary depending on the status of particular institutions in relation to the government and the breadth of the responsibilities that have been delegated to them.

The public funding agencies of a number of countries and territories, including the United Kingdom, Australia, and New Zealand, have been looking at potential solutions to the negative impact that uncertainty has on the productivity of their workforce in order to find methods to minimize these consequences. For example, the Higher Education Funding Council for England (HEFCE) has provided funding for projects in the United Kingdom that attempt to standardize best practices in management, leadership, and employee appreciation (HEFCE, 2005). These projects have been successful in achieving their goals. Concurrently, a Higher Education Role Analysis system (HERA; www.hera.ac.uk) is being implemented with the goal of bringing all staff onto a consistent national salary structure by the month of August 2006. This is essential in order to satisfy not just the objectives of the government and the financial council, but also the requirements for equal opportunity set by the European Community. It has brought to light the similarities across roles, including compensation and working conditions, among other things.

In many instances, educational institutions are required to strike a balance between competing goals. For instance, problems have occurred in operational and disciplinary areas as a consequence of fostering international collaboration and competitiveness without giving adequate regard to the impact of cultural differences (Barnett 2003,). These difficulties are not only connected to the organization's systems and procedures, but also to the management of people and their professional development. One approach to look at this is through workforce planning, and another is through the local management of staff. There has been a rise in the complexity of the laws and policies that regulate universities, particularly those that regard to the rights and obligations of workers and employers as well as problems of equality such as disability, racism, and gender. This growth in complexity has been notably noticeable in those laws and policies that pertain to the rights and responsibilities of employees and employers. This is especially true with regard to the laws that outline the rights and duties of both employees and employers.

At the same time, there has been a change in the way that individuals regard their jobs and the environments in which they work. Employees in their twenties and thirties are stated to place equal emphasis on having access to information, opportunities for networking, and maintaining a balanced lifestyle as they do on achieving conventional milestones and social status as part of a successful professional career. This is the case even if the two factors are not directly related to one another. Additionally, some younger workers may not want to continue in their present profession for the rest of their life but rather seek out unique areas of expertise to better prepare them for a future that is more uncertain than the futures of their parents or grandparents (McCrimble, 2005; 2006).

This is something that may be a consideration for some employees who are in their 20s and 30s. This is yet another trend that has been seen in the youthful workforce of today. As a direct result of this, individuals all over the world have begun to hold themselves to a variety of standards and approach their work in a variety of different ways as a direct impact of globalization. Despite the growing body of literature on the effects of these shifts on universities' teaching and research activity (Scott, 1995; Readings, 1996; Blake et al., 1998; Douglass, 2005) and contractual and employment issues (Slaughter and Leslie, 1997; Rhoades, 1996; 1998), the implications of these shifts for human resource management have received less attention. This is despite the fact that there is a growing body of literature on the effects of these shifts on human resource management.

These Four Roles of Human Resource Management in Higher Education Institutions

In the business world, human resource management encompasses a wide variety of tasks and responsibilities; however, when applied to the education industry, and more specifically to higher education institutions, these tasks and responsibilities require some adaptation. It is the process of motivating and coordinating the activities and efforts of the staff at colleges in order to gain the maximum output from them and, as a result, to accomplish the educational goals that have been set. Several of the fundamental tasks that need to be given priority are broken down in further depth below.

The process of hiring and choosing faculty in higher education

It is equally as vital to place the right person in the appropriate job as it is to hire the right person. "The process of giving one of the available jobs to each of the candidates who were chosen" is what we mean when we talk about "placement." By going through the steps of recruiting and selection, educational institutions are able to acquire the most qualified staff members, who are then tasked with interpreting and carrying out the curricular programs. Finding candidates that have the acceptable and essential levels of skills, knowledge, and experience to fill the open teaching positions is the responsibility of this job. When it comes to replenishing the empty seats, one must take into account the incoming student population. It has been noticed that the majority of positions remain unfilled for several months, particularly in establishments that get financial assistance from the government, or that these positions are merely replaced on an ad hoc basis from one year to the next. This occurs due to the fact that even a single recruitment requires a large number of clearances from a variety of government offices, and the procedure as a whole is both time-consuming and stringent. In educational institutions that do not receive government funding, many teaching positions go unfilled either because of problems with salaries or a dearth of qualified candidates. A few of the private higher education institutions have begun recruiting qualified workers. Therefore, the quality of private higher education institutions is far better than that of government-aided but poorly managed HEIs.

Training and Development — During this stage, the abilities of the staff are evaluated, and, if necessary, training is offered to the faculty in the form of a faculty development workshop. This function is especially significant for educational institutions that offer higher education since training for faculty members will enable them to provide a greater quality of service to students. A large number of educational institutions, including universities and colleges, run orientation and refresher courses for the purpose of enhancing the abilities and information of faculties in particular fields. It is necessary to modernize these and make them more applicable to real-world

situations and circumstances in order for faculty members to benefit from these kinds of programs. Training in softer skills is essential given that educational institutions are people places, and in a competitive environment, people skills are of the utmost importance. In-service training, conferences, workshops, and seminars are all excellent options for accomplishing this goal.

The evaluation of a worker's performance is the purpose of this process, which takes place in their place of employment. The management bodies of a company may have a completely different idea of how performance should be evaluated than what is used at higher education institutions. This is true pretty frequently. In private educational institutions, the evaluation process frequently varies from one individual to the next. Nevertheless, the educational institutions that are authorized by the government adhere to the policies for the performance evaluation of the employees. The regulations are diverse depending on the several characteristics that are considered to be important by the organization. This is essential due to the fact that the goals of each educational establishment and the pupils to whom they cater are distinct, which means that the uniform parameters given forth by regulatory authorities do not typically produce the results that organizations are seeking for. The institution's approaches to employee motivation and performance reviews are directly responsible for the staff's level of productivity.

Compensation and Benefits – The employees of the institutions should be satisfied and pleased in order to achieve effective outcomes and productive target attainment. This may be accomplished by providing enough compensation and benefits. Every organization must occasionally plan for additional work and make alterations to its typical timetable. In the case of unscheduled work, and given that the employees are compensated for their time, the faculties are happy to take the additional load or modifications, and put them into action. For instance, if faculty members need to work during the holidays to get critical work done for the institution, then giving them compensating time off would make the staff happy, which in turn would enhance productivity. In a similar manner, a prize may be given for additional achievements. The staff's satisfaction and happiness can also be increased by providing them with some sort of social or family benefit. Therefore, in order to get optimum results and maximum productivity, the educational chiefs need to make sure that their workforce is comfortable and happy. This can be accomplished by making timely payments of salaries and ensuring that working conditions are secure and conducive to good health.

The employee relations role of any organization's human resource department is the most crucial of all the functions. Both employee-to-employee interactions and employee-management relations have an impact on the organization's overall level of productivity. The faculty members at higher education institutes have extensive academic backgrounds. They need to cultivate positive relationships not only with their contemporaries but also with the institution's directors and governing body. Unfortunately, institutions in today's society do not operate in this manner. In today's world, employees at huge colleges frequently do not identify with their employers' institutions. For the sake of fostering a competitive edge, efforts need to be taken to modify this and to strengthen employee relations. The staff members should be treated with fairness and respect as human beings who have sentiments, interests, and requirements in addition to emotions, and they should be recognized as such.

CONCLUSION

The distribution faculties, mostly due to the fact that it may have an effect on their opinion of the HRM systems and practices at their respective institutions. The performance of a company can be improved through the cultivation of employee competencies and the optimal utilization of resources. The strategic management of human resources has the potential to "create value by increasing intellectual capital within the firm." Enhanced human resource management methods improve the performance of colleges, which in turn improves the performance of institutions. There is a possibility that colleges and faculties will influence performance. Examining educational HRM practices is necessary in order to establish the consequences for policy.

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