A Study of HRD Practices in Educational Institutes

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ABSTRACT

Higher Educational Institutions (HEIs) in India are encountering difficulties in attracting and retaining talented and competent workforce in the midst of a competitive technological, digital, and industry 4.0 landscape. The HRD culture plays a pivotal role in influencing the sustainable growth and success of these HEIs. It encompasses the collective behavior of human resources, encompassing organizational norms, beliefs, values, structure, and HR practices. This study aims to identify the crucial factors of HRD culture among the staff of selected HEIs by utilizing both primary and secondary data.

The secondary data was collected through a self-developed questionnaire consisting of 16 items, employing survey methodology. The findings indicate that the study's four dimensions, namely Climate, HR practices, Commitment for Quality, and Human Relations, comprehensively measure the HRD culture within these HEIs. Line managers, chosen as the population for the study in select HEIs, express satisfaction with HRD climate, HR practices, and Commitment for Quality, but only partial satisfaction with regard to good Human Relations. The top management of these HEIs can utilize these work values and practices to cultivate a distinctive and dynamic culture, fostering organizational effectiveness and optimizing the utilization of human resources.

It is important to note that this study is limited to select HEIs in India. The results obtained from this study hold the potential to contribute to the field of HRD culture in higher learning institutions and enrich the knowledge of policymakers in developing suitable strategies for improvement.

Keywords: HRD Culture, Higher Educational Institutions (HEIs), HRD climate, HR Practices, Commitment for Quality, Human Relations, Work Culture and Policies.

INTRODUCTİON

Human Resource Development (HRD) is a critical and evolving field of concern for business organizations, including Higher Education Institutions. It encompasses various processes such as staff scheduling and hiring, education and learning, reward and appreciation, potential evaluation and promotion, performance evaluation and development, and job planning and development. HRD represents a shared belief and process within an organization, wherein members collaborate to formulate and implement strategies that link staff growth with organizational development (Dayal, 1989). According to Dayal, HRD is a management philosophy that places significant emphasis on the training and development of employees in a people-centered manner. Employee-oriented HRD policies and procedures govern the well-being and social welfare of employees.

Culture serves as a fundamental belief and principle that guides employees in their work and social activities, enabling them to achieve both individual and organizational goals through operational processes, policies, and structures. To foster a positive work culture, it is imperative to incorporate human interaction and sensitivity in human behavior (Mishra & Misra, 1994). Therefore, aspects of HRD culture, such as trust, open communication, interpersonal relationships, and employee well-being, take precedence, as highlighted by Hassan et al. (2006). This belief system promotes ethics and direction among members and managers, fostering a conducive work environment.

Changing Digital Economy
In the dynamic landscape of the digital economy and the advancements of technology in the 4.0 era, organizations are increasingly engaged in a competition for human resource development that enables employees to respond

swiftly and effectively to organizational needs (Spangenberg et al., 1999). The performance of institutions can be assessed based on the goals they set for themselves and their ability to achieve those goals efficiently and effectively (Liebeterth, 1997).

In today's context, Higher Educational Institutions (HEIs) in India have emerged as centers of knowledge, producing talented individuals and future leaders not only for the country but also for the global business community. Therefore, it becomes crucial to understand the HRD culture prevalent within these institutions. It is worth noting that the Government of India is establishing Effective Performance Centers across all regions, equipped with world-class infrastructure. In this transformation process, HEIs require autonomous governance, focused funding, and oversight based on independent outcomes, such as global rankings [1]. The significant contribution of these institutions to intellectual, social, and economic growth since the post-independence era should not be overlooked. To remain competitive, HEIs must strive to balance their performance with international standards. Adopting effective HR processes is vital for these institutions to transform their resources into valuable human capital [2]. As institutions with a focus on human development, they have a responsibility to establish, coordinate, and maintain standards. Their operations, which encompass access, equity, quality, research, and efficiency, are directly influenced by the HRD culture prevalent within these institutions.

Growth Of Heis

Since India gained independence, there has been a remarkable growth in Higher Educational Institutions (HEIs), with 20 universities and 500 colleges initially, catering to 2.1 lakh students. However, the landscape has evolved significantly, with the current count reaching 993 universities, 39,931 colleges, and 10,725 private institutions as of March 31, 2019. The total enrollment in these institutions stands at 37.4 million, supported by 1.416 million teachers. India's higher education system is now the third largest globally, following China and the United States. Out of the 993 universities, 385 are privately owned, 47 are Central Universities, and 298 are affiliated universities with associated colleges. The 47 central universities, established by the Indian Parliament, have a specific mandate to disseminate knowledge through teaching, research, development resources, and the establishment of standards in innovative teaching practices. As per the government's mandate, these HEIs are expected to be efficient institutions and play a crucial role in social development [3][4].

To ensure the competence and proficiency of university staff, and to enhance the quality of their work and institutional affairs, these HEIs aim to align themselves with renowned universities worldwide. Additionally, research studies have been conducted to analyze the growth of HEIs in relation to the number of academic staff and their association with HEI and national characteristics. A sample of 837 HEIs from 18 countries was analyzed using data from the European Tertiary Education Register (ETER) and the European Micro Data dataset (EUMIDA) for the years 2008 and 2012 [5][6][7].

The findings of these studies include the following:
The growth of HEIs is closely linked to their size, conforming to an almost normal size distribution (Gibrat's law), although smaller institutions tend to experience faster growth [8].

Growth in student enrollment and the level of reputation positively impact the growth of HEIs.
Smaller HEIs require a lower level of reputation and student growth to continue expanding over time, whereas only the most prestigious HEIs are able to sustain a large size over time.

These studies are crucial for understanding the implications of accumulated results in resource allocation within the higher education system and evaluating whether public policies are capable of redistributing resources based on achieving success [9][10][11][12].

FRAME WORK

Since HRD Culture contains the management of human resources in an internal environment such as vision / purpose / goals, composition, size, processes, processes, climate and external environment such as competition and quality.

The Harvard Model

This model is based on directing human relations management at various levels of staff and focuses on the soft touch of th human condition. It focuses on employee engagement and commitment, a cost-effective and competitive model and is not based on a control system (Beer et al., 1984).
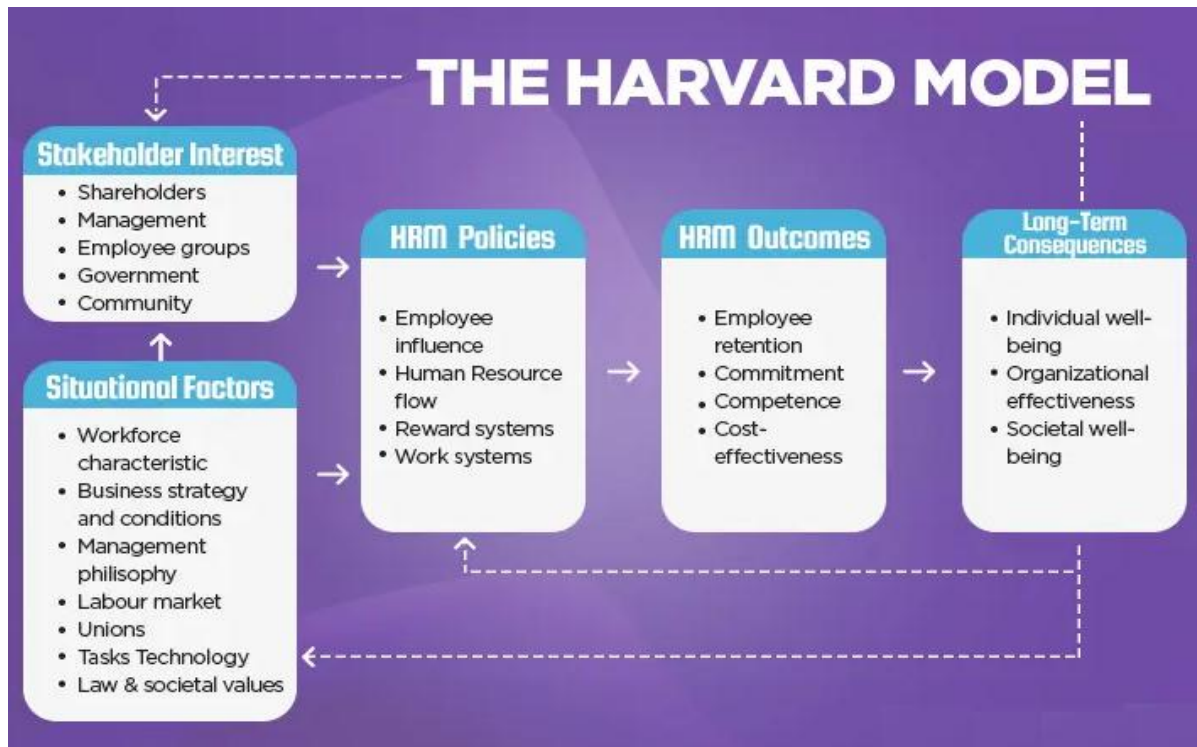
Fig. 2.1 Harvard Model [13]

The Harvard model traditionally consists of five key components:

Participant Interest: Participants refer to various groups with a vested interest in business outcomes, such as shareholders, managers, working groups, unions, and government entities. The collective impact of stakeholders shapes the development of employee policies.

Status Conditions: Status conditions encompass factors related to employees, the environment, industry, or the community that influence human resources. These pressures impact the positions and influences of the participants. Examples include self-interest, social norms, legal requirements, or conflicting labor unions that may influence a company's C-suite.

HRM Policies: HRM (Human Resource Management) policies comprise specific guidelines, workflows, and procedures implemented within an organization. These policies cover various aspects, including recruitment, training, reward systems, accountability programs, and more. Stakeholder interests and status conditions contribute to the formulation of HRM policies.

HRM Outcomes: HRM outcomes are the results generated by the policies established in the previous component. These outcomes encompass various indicators of organizational performance, such as staff retention, employee commitment, operational efficiency, and cost-effectiveness. Key HR metrics are utilized to measure these outcomes.

Long-Term Effects: The final component of the Harvard model involves analyzing the overall impact of HRM practices on the organization and its employees. It evaluates how the company is positioned in relation to its market and the broader society, and assesses the overall well-being of employees.

The essence of the Harvard model lies in the long-term effects of HRM practices, which are influenced by stakeholder interests, status conditions, and specific HRM policies. Feedback from long-term outcomes informs improvements in initial impacts, leading to iterative cycles of assessment, refinement, and the generation of better and more sustainable outcomes.

RESEARCH METHODOLOGY

The research methodology employed in this study aimed to measure the work culture by assessing the subjective quality of working life among employees in select higher educational institutions. A sample size of over 300 participants was collected using a random sampling technique, specifically targeting line managers within the

institutions. The development of an empirical tool involved the creation of a self-administered questionnaire consisting of 16 items on a three-point Likert scale, with response options ranging from agree (2), partially agree (1), to disagree (0). The questionnaire's content was validated through expert input from industry and academia, ensuring its relevance and accuracy.

Reliability and validity tests were conducted to ensure the robustness of the questionnaire. Through the use of the component varimax method, four dimensions were identified: climate, HRD systems, commitment for quality, and human relations. These dimensions exhibited satisfactory psychometric properties within acceptable limits. The mean score obtained from the analysis was found to be satisfactory, indicating the overall assessment of the work culture among the participants.

The data analysis and interpretation Paper of this study focused on analyzing the collected data using various analytical tools. SPSS (Statistical Package for the Social Sciences) was used for data analysis. The data from the filled questionnaires was entered into an Excel tool and then transferred to SPSS 26 for further analysis.

Initially, a factor analysis was conducted on the questionnaire to identify the important factors that influence the impact of emotional intelligence on work-life balance among working women in Bhopal division. A significance level of 0.05 with a confidence interval of 95% was assumed for this study.

The collected data was categorized based on the constructs of the study model, which included emotional intelligence, work-life balance, workplace environment, and psychological stress as dependent variables. The respondents were also classified based on their demographics.

A sample size of 500 respondents was selected from major cities in India, including Mumbai, Delhi, Kolkata, Bangalore, and Pune.

By employing SPSS, descriptive analysis was conducted to provide organized and structured information and results. This statistical software enabled a comprehensive analysis of the data, facilitating the examination of relationships and patterns within the collected responses.

Demographic Profile of the respondents
In social sciences research, the general characteristics of the respondents have a very significant role. Keeping this in mind, the demographic profile of the respondents is collected in the questionnaire and examined for the differences in the dependent variable work-life balance.

This section of Paper will deal with the demographic profile of respondentsi. e.

1. Recruitment & selection
2. Performance management
3. Learning & development
4. Succession planning
5. Compensation and benefits
6. HR Information Systems
7. HR data and analytics

RESULTS AND DISCUSSIONS

Data Analysis& Interpretation

This Paper deals with data analysis part of the present study. The data collected from the sample for the present study was analysed using different analytical tools.

Data analysis of the filled questionnaire has been done using SPSS. Primarily a factor analysis was done on the questionnaire to identify the important factors affecting the impact of emotional intelligence on work-life balance of working women in Bhopal division. Furthermore, in this study we will assume a level of significance which can be equal to 0.05 with a confidence interval of 95%.

A sample size of 500 respondents has been taken from Mumbai, Delhi, Kolkota, Bangalore and Pune of country India.

Recruitment & selection

Table 1 Statistics - Recruitment & selection wise distribution of respondents

Statistics		
Recruitment & selection wise Description of Respondents		
N	Valid	500
	Missing	0
Mean		2.21
Median		2.00
Std. Deviation		.785

In the above table, statistics from the collected data was derived. For the Recruitment & selection wise distribution of the respondents, the mean, median and standard deviation of the data is 2.21, 2.00 and .785 respectively.

Table 2 Frequency - Recruitment & selection wise distribution of respondents

Recruitment & selection wise Description of Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	New Job	63	12.6	12.6	12.6
	Existing Job	317	63.4	63.4	76.0
	Reference Checks	71	14.2	14.2	90.2
	Interviews	49	9.8	9.8	100.0
	Total	500	100.0	100.0	

Source: Computed from Primary Data

Above table represents the percentage of Recruitment & selection wise distribution for the sample in four categories.

New Job
Existing Job
Reference Checks
Interviews

Recruitment & selection wise wise Description of Respondents
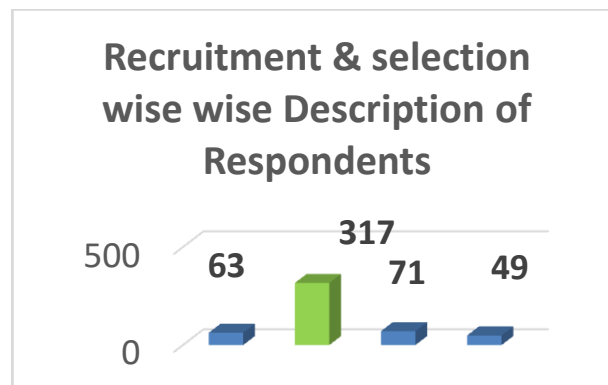
Performance management wise Description of Respondents

Table 3 – Statistics - Performance management wise Description of Respondents

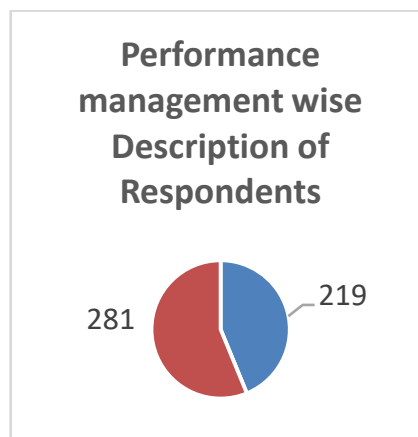| Statistics		
Performance management wise Description of Respondents		
N	Valid	500
	Missing	0
Mean		1.56
Median		2.00
Std. Deviation		.497

In the above table, statistics from the collected data was derived. For the Performance management wise distribution of the respondents, the mean, median and standard deviation of the data is 1.56, 2.00 and .497 respectively.

Table 4 Frequency - Performance management wise Description of Respondents

Performance management wise Description of Respondents				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One-on-One performance	219	43.8	43.8	43.8
	Feedback	281	56.2	56.2	100.0
	Total	500	100.0	100.0	

Source: Computed from Primary Data

The above table represents the percentage distribution of sample based on Performance management in which one to one & feedback respondents' accounts to 56.20% and 43.80% respondents.

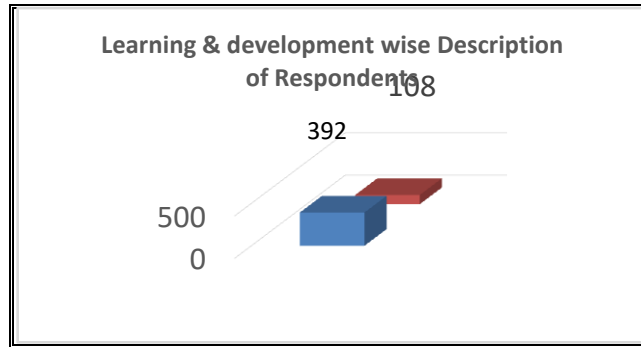Performance management wise Description of Respondents

Learning & development wise Description of Respondents

Statistics		
Learning & development wise Description of Respondents		
N	Valid	500
	Missing	0
Mean		1.22
Median		1.00
Std. Deviation		.412

In the above table, statistics from the collected data was derived. For the Learning & development wise distribution of the respondents, the mean, median and standard deviation of the data is 1.22, 1.00 and .412 respectively.

Learning & development wise Description of Respondents				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good Policies	392	78.4	78.4	78.4
	Re-skill and Up-skill	108	21.6	21.6	100.0
	Total	500	100.0	100.0	

Source: Computed from Primary Data

The above table 5.3 and figure 5.4 represents the percentage distribution of sample based on Performance management in which Good Policeies and Re-skill and Upskill respondents' accounts to 78.40% and 21.60% Joint respondents.
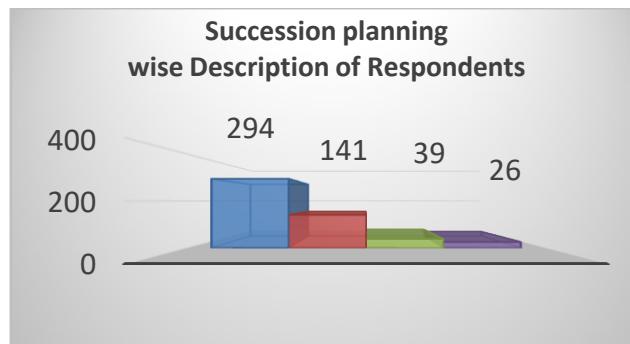
Learning & development wise Description of Respondents

Succession planning wise Description of Respondents

Statistics		
Succession planning wise Description of Respondents		
N	Valid	500
	Missing	0
Mean		1.59
Median		1.00
Std. Deviation		.843

In the above table, statistics from the collected data was derived. For the Succession planning wise distribution of the respondents, the mean, median and standard deviation of the data is 1.59, 1.00 and .843 respectively.

Succession planning wise Description of Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employees Leaving	294	58.8	58.8	58.8
	Replacement Ready	141	28.2	28.2	87.0
	Performance Ratings	39	7.8	7.8	94.8
	Good People	26	5.2	5.2	100.0
	Total	500	100.0	100.0	

Source: Computed from Primary Data

The above table represents the percentage of Succession Planning wise distribution for the sample in four categories.

Succession planning wise Description of Respondents

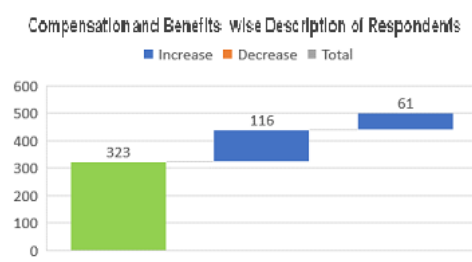**1.   Compensation and Benefits wise Description of Respondents**

Statistics		
Compensation and Benefits wise Description of Respondents		
N	Valid	500
	Missing	0
Mean		1.48
Median		1.00
Std. Deviation		.703

In the above table, statistics from the collected data was derived. For the job wise distribution of the respondents, the mean, median and standard deviation of the data is 1.48, 1.00 and .703 respectively.

Compensation and Benefits wise Description of Respondents				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair compensation	323	64.6	64.6	64.6
	Retaining Employees	116	23.2	23.2	87.8
	Equity	61	12.2	12.2	100.0
	Total	500	100.0	100.0	

Source: Computed from Primary Data

The above represents the percentage distribution of sample based on Job status in which Private Job respondents' accounts to 64.60%, Government Job respondent is 23.20 %and lowest is 12.20% in Fair Compensation, retaining Employees equity respondents.

Compensation and Benefits wise Description of Respondents

2.   Human Resource Information System wise Description of Respondents

Statistics		
Human Resource Information System wise Description of Respondents		
N	Valid	500
	Missing	0
Mean		1.33
Median		1.00
Std. Deviation		.633

In the above table, statistics from the collected data was derived. For the Human Resource Information System wise distribution of the respondents, the mean, median and standard deviation of the data is 1.33, 1.00 and .633 respectively.

Human Resource Information System wise Description of Respondents				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Applicant Tracking	381	76.2	76.2	76.2
	Performance ratings	74	14.8	14.8	91.0
	Budgets and training approvals	45	9.0	9.0	100.0
	Total	500	100.0	100.0	

Source: Computed from Primary Data

The above table represents the percentage distribution of sample based on Human Resource Information System status in which Applicant tracking accounts to 76.20%, Performance rating is 14.80 % and lowest is 9.0% in Budget and training approvals.

**7. HR data and analytics wise Description of Respondents.**

Statistics		
HR data and analytics wise Description of Respondents		
N	Valid	500
	Missing	0
Mean		2.05
Median		2.00
Std. Deviation		.871

In the above table, statistics from the collected data was derived. For the HR data and analytics wise distribution of the respondents, the mean, median and standard deviation of the data is 2.05, 2.00 and .871 respectively.

HR data and analytics wise Description of Respondents				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid HR metrics	141	28.2	28.2	28.2
HR reporting	231	46.2	46.2	74.4
Predictions	91	18.2	18.2	92.6
Data-driven decisions	37	7.4	7.4	100.0
Total	500	100.0	100.0	

Source: Computed from Primary Data

The above table 5.7 and figure 5.8 represents the percentage of HR data and analytics wise distribution for the sample in four categories.

HR data and analytics wise Description of Respondents
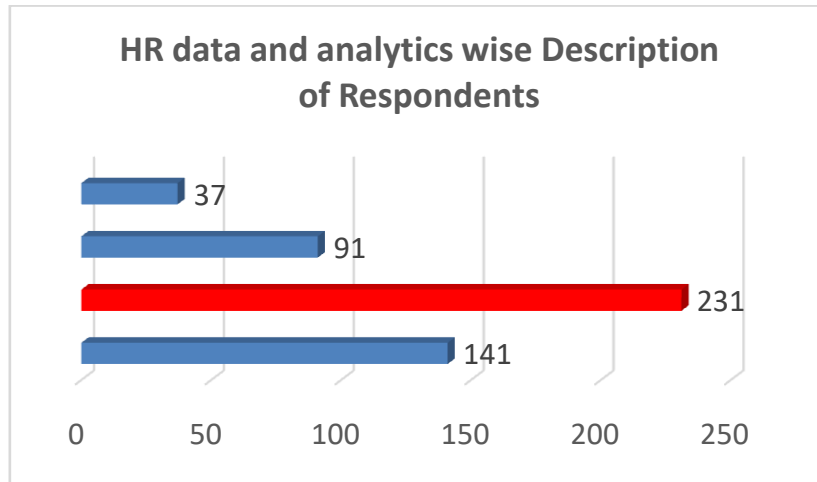
Factor Analysis
Factor loading specifies that to what extent the measured items are converging towards a common point. Higher the factor loadings, higher will be the convergent validity (Hair et al, 2006).

Communality is the square of standardized outer loading of an item. The squared factor loading is the percent of variance in that indicator variable explained by the factor. The ideal level of standardized loadings for reflective indicators should be 0.70 or higher (Barclay et al., 1995; Hair et al. 2006).

Communalities		
	Initial	Extraction
Recruitment & selection wise Description of Respondents	1.000	.743
Performance management wise Description of Respondents	1.000	.706
Learning & development wise Description of Respondents	1.000	.741
Succession planning wise Description of Respondents	1.000	.743
Compensation and Benefits wise Description of Respondents	1.000	.806
Human Resource Information System wise Description of Respondents	1.000	.745
HR data and analytics wise Description of Respondents	1.000	.764
Extraction Method: Principal Component Analysis.		

Cronbach's Alpha
Cronbach's alpha is a measure used to assess the reliability, or internal consistency, of a set of scale or test items. In other words, the reliability of any given measurement refers to the extent to which it is a consistent measure of a concept, and Cronbach's alpha is one way of measuring the strength of that consistency.

Reliability Statistics	
Cronbach's Alpha	No of Items
.873	49

Reliability test was conducted to test the feasibility of the data. Cronbach's alpha value was found as .873 which states that 49 items were found feasible for the study. And further, these were selected for the study.

Hypothesis Testing
HYPOTHESIS 1
H$_0$ There exists no significant relationship between Recruitment & selection and Learning & development.
H$_1$ There exists significant relationship between Recruitment & selection and Learning & development.

Table
Chi Square Test

Test Statistics

	Awareness of the concept	Existence
Chi-Square	221.836[a]	150.412[a]
Df	2	2
Asymp. Sig.	.000	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 166.7.		

Table Chi Square Test

Test Statistics

	Recruitment & selection wise Description of Respondents	Performance management wise Description of Respondents	Learning & development wise Description of Respondents	Succession planning wise Description of Respondents	Compensation and Benefits wise Description of Respondents	Human Resource Information System wise Description of Respondents	HR data and analytics wise Description of Respondents
Chi-Square	94.612[a]	132.052[a]	40.444[a]	538.156[a]	173.956[a]	98.284[a]	677.476[a]
df	2	2	2	2	2	2	2
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 166.7.							

Table Chi Square Test

Test Statistics

	Recruitment & selection wise Description of Respondents	Performance management wise Description of Respondents	Learning & development wise Description of Respondents	Succession planning wise Description of Respondents	Compensation and Benefits wise Description of Respondents	Human Resource Information System wise Description of Respondents	HR data and analytics wise Description of Respondents
Chi-Square	384.436[a]	313.564[a]	122.284[a]	464.092[a]	780.556[a]	244.804[a]	867.124[a]
df	2	2	2	2	2	2	2
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 166.7.							

Chi square test was applied to test the hypothesis that whether relationship between Recruitment & selection and Learning & development exists or not.

Chi square values observed for Recruitment & selection and Learning & development were 221.836[a] and 150.412[a] respectively with the degree of freedom as 2.

94.612[a], 132.052[a], 40.444[a], 538.156[a], 173.956[a], 98.284[a], 677.476[a], 267.652[a], 215.716[a], 529.396[a], 426.244[a], 592.036[a].

The significant value (p value) was found as <.005 in the factors associated with all the above variables. Hence, the null hypothesis (H$_0$) is rejected and the alternate hypothesis is accepted.

It is concluded that there exists significant relationship between Recruitment & selection and Learning & development.

CONCLUSION

In this Paper, the primary data which was collected through the pre filled questionnaire was tabulated, analysed and was graphically represented. Lastly, the hypothesis testing was done through Chi-Squaretest. In next Paper, the findings of the study are discussed.

On testing Chronbach Alpha .923 and KMO value .857 the questionnaire, the HRD Culture questionnaire was found valid and reliable with high at significant level of .000 which is better than the desired values (Nunnally, 1978). Through the Factor analysis on SPSS 22.0 version, four dimensions were inherited from the 16 items and exhibited in Fig.1 on conceptual model. These dimensions were defined as HRD Climate, HRM Practices, Commitment for Quality and Human Relations.
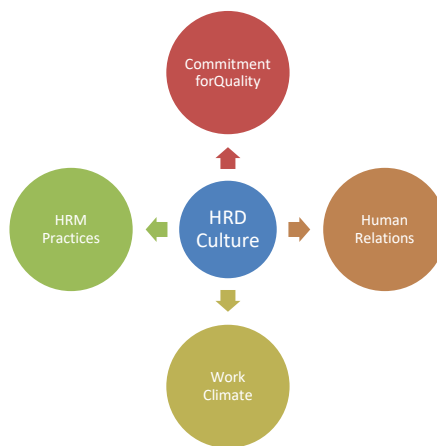

Fig. HRD Climate Model

The first factor identified for the study was 'HRD Climate' which is an important factor and relates to the internal environment which affects the surrounding environment and creates healthy, safe, motivating and productive work environment and promotes efficiency (Jabasingh, 2014).As shown in Table-1 the factors of Climateplays a pivotal role in motivation and development of competencies of the employees. The system of work, the design of jobs, the working conditions, sharing of common vision/goal, openness, team orientation and cooperation is regarded as motivation climate. The culture of openness means you are willing to try new things, listen to new ideas and open for tolerance ambiguity and change (Warren Bennis, 1989). The healthy work climate increases the likelihood of their employees. They are committed to the organizations and show the positive attitude towards their job responsibilities and deliver a message that 'it is the best place to work'.

In a study undertaken by (Rodrigues and Lewlyn, 2004) on correlates of HRDC dimensions revealed that the teaching staff is satisfied with the HRD climate in the engineering institutions. The culture of safety and security received higher rating as compared to training and development and interpersonal relationships.

Table-1: Culture Dimension - HRD Climate

Factor		Factor loadings
Hrdc1	Healthy, safe & motivating	.610
Hrdc2	Clear cut policies and guidelines	.669
Hrdc3	Productive work	.673
Hrdc4	Sharing common perspective	.699
Hrdc5	Openness	.691
Hrdc6	Team	.790

	orientation	
Hrdc7	Staff cooperation	.626

The second factor enumerated from the study was 'HRM Practices' as exhibited in Table-2. The Institution is generally committed to attract and retain talented staff and enforces proper control and discipline over the staff, performance of the employees are continuously evaluated and open feedback mechanism on the performance appraisal is adopted in my institution, risk taking in decision making process is generally encourages by the seniors, work is allotted as per the capacity and competency, proper coordination exists in all the sections, branches, departments of the institution and the staff proud to work for the institution as the work derives the employee to go to extra mile in achieving the objective. Work values influence the attitude and behavior and working pattern of the managers. Their goal is to get the things done through other people. This can be held possible by good relationship between the managers and staff. Hence work practices value the HRD Culture.

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