

Original Research Article

Analysis of HRM Practices in Private Sector School Teachers in Uttarakhand

Seema Bhakuni^{1*}, Shweta Kandari² & Dr. Chanderjeet Gahlawat³

¹*NILM University, Haryana India*

²*HNB University, Garhwal, India*

³*Assistant Professor NILM University, Haryana, India*

Corresponding Author: Seema Bhakuni, E-mail: sunilbhakuni00@gmail.com

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ABSTRACT

Human resource management (HRM) has gained momentum only after 1920's, though it started from the advent of Magadha Empire and Chanakya's Arthashastra, where he described about employment, wages, punishments etc. In many of the countries and even in India there is a separate provision of an HRM committee to look after the welfare of the employees. Schools, which are considered to be the backbone of a nation, where many employees including teachers work, are either untouched by the concept of HRM or there is no official provision of setting up a Human Resource Committee. As a result, the teachers, in lieu of expressing their concerns before an official body, remain stressed and that happens mostly in the private schools. This study is performed to assess the adequacy or rather lack of proper HRM practices in private school teachers. A 20-item questionnaire was designed, validated and administered on a sample of 120 teachers randomly picked from the private sector schools in the state of Uttarakhand. The result revealed that the private school teachers revealed significant level of dissatisfaction with their institutional work culture and its HRM practices. The research suggests to balance these HRM categories, as it results into a discontent workforce in schools and leads to low output of results. As a consequence, more and more teachers turn over takes place from the private schools in a look-out for better opportunities whenever possible.

Introduction

Human resource management can be seen as the layout of certain planned systems in an institution which ensure effective and efficient use of human skills to attain institutional goals. HRM not only performs the task of selection but also undertakes the task of retention, training, development, retention, grievance redressal and many more. Human resource management is a set of organizational activities leading to luring, increasing and taking care of an effective workforce. (Griffin, 1997) Human beings are not only the physical or monetary assets but they are defined as brain, expertise, creation and fitness. (Becker BE, Huselid MA, & Ulrich, 2002) Human resource management is related to the recruitment, staffing, welfare, maintenance, training, retaining, placement, promotion, motivation, compensation, rewards, transfer and discipline of staff. Human resource management generally is the foremost priority of management that results in the optimum performance of its staff. Thus, teaching institutions decide to invest on human capital, because humans are really the human capital which have various traits and they add value to the institutions benefits. (Huselid, 1995) Thus, when the staff in the educational institutions are carefully recruited, selected, motivated, rewarded, praised and promoted, they will be committed to the job and hence become productive for the educational institution. Human resource management in educational institution is not as prevalent as it is in the other sectors. Most of the schools have no precise committee formed for the same. No HRM means, the workforce cannot consult an official committee for its grievances. That way it can be said that though the management in the schools know the importance of HRM in the present scenario, but it does not give it its due importance.

The condition is below average in the private sector schools. There is excessive workload in the private sectors but comparatively less facilities and wages. The challenges to human resource management include poor working conditions, problem of staffing, funding and employee turnover.

Teachers in the schools are the core of the school system. There is a statement which cannot be challenged that no education system can rise if the quality of its teachers is not taken care of. (Federal republic of Nigeria, 2004)

Human resources must be seen equivalent to the monetary, technology related and other important resources that are taken care of, in any of the institutions (Onah, 2008) and they should be taken care of with utmost care.

Methodology

A survey methodology was adopted for the current research with random sampling to select 120 research participants and a self-made questionnaire, post validation, was used for data collection. The study is based on primary and secondary data both. For the primary data, the questionnaire was filled by 120 teachers from private schools randomly taken from different regions of Uttarakhand. For secondary data various journals, magazines and relevant articles were studied. The questionnaire comprised 20-items over five categories of HRM, to be answered in 'yes' or 'no' and the researcher gave one mark for each "yes" answer. The answers were calculated by awarding one mark for each 'yes' and then tabulated. After that a mean score was derived using arithmetic mean. The names of the respondents and the schools where they were teaching were not disclosed to maintain the privacy of the respondents. (as requested by the respondents).

Objectives of the Study

1. To analyse the prevalent human resource practices and the differences in its implication in private schools.
2. To assess the impact of deficient HRM practices on the work culture of private school teachers.
3. To analyse the need of HRM practices in private school teachers which results in lower output.
4. To suggest a roadmap for future studies, so as to get positive guidelines for the policy makers of school institutions.

Limitations of the Study

The researchers found some limitations while conducting the study, which are as below:

1. The teachers from private schools are reluctant to fill the survey as they are overloaded with work.
2. In some of the schools, the school principals were reluctant to allow their teachers to respond to the study.
3. The teachers wanted an assurance of not disclosing their names and answers after the questionnaires were filled.

Delimitations of the Study

1. The researcher visited the private schools personally but sometimes could not explain each and every question to the respondent individually.
2. The researchers deliberately kept themselves away from the teachers while filling the questionnaires so as to avoid any kind of biases.

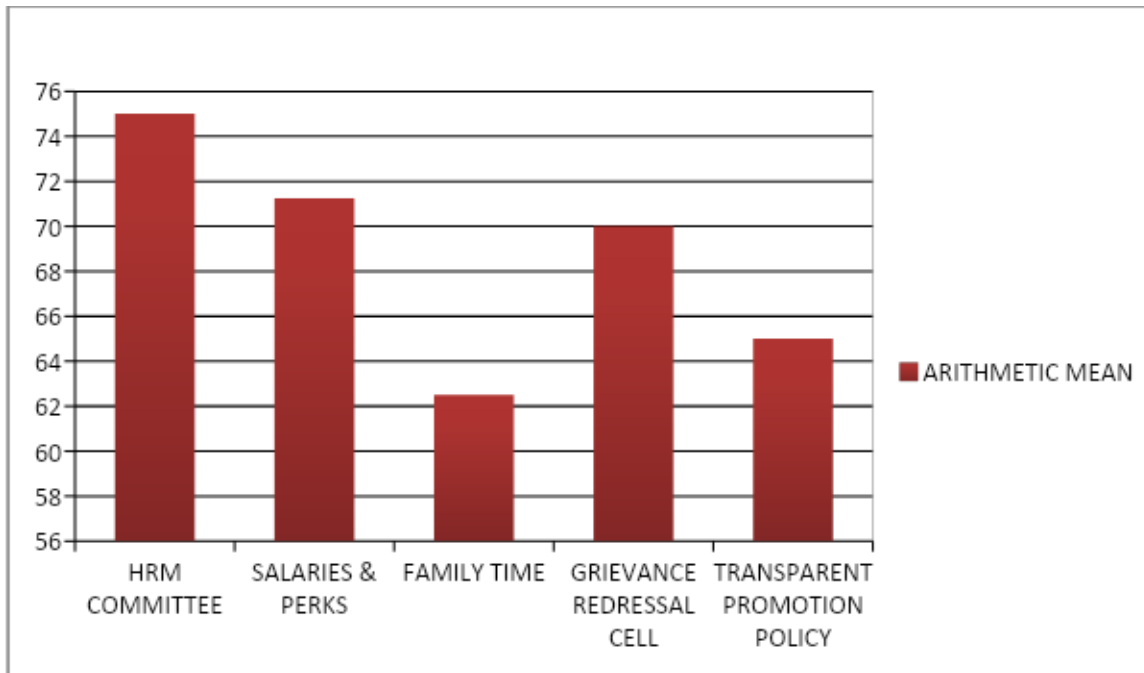
In order to analyse the impact of HRM practices on Private School Teachers, the researcher conducted a survey of 120 people out of which only 100 responses were in usable condition. The data was then summarized in a table and according to the Five Categories viz., Establishment of HRM Committee, Appropriate Salaries & Perks, Family Time, Grievance Redressal Cell, and Transparency in Promotion Policies, the calculation of Arithmetic Mean was done.

TABLE 1: ARITHMETIC MEAN FOR THE CATEGORIES OF HRM

| CATEGORIES | | | | | |
|------------|---------------|------------------|-------------|--------------------------|------------------------------------|
| | HRM COMMITTEE | SALARIES & PERKS | FAMILY TIME | GRIEVANCE REDRESSAL CELL | TRANSPARENCY IN PROMOTION POLICIES |
| MEAN | 75 | 71.25 | 62.5 | 70 | 65 |

It can be seen in the table that with the Arithmetic Mean to be 75, Establishment of HRM Committee is the most important need of the private schools. Next, is the need of getting appropriate salaries & perks as its Arithmetic Mean was calculated to be 71.25. Third, is to have a Grievance Redressal Cell in schools with 70 as its Arithmetic Mean. Fourth is to have Transparent Promotion Policy with 65 as its Arithmetic Mean and last is to get Time with Family as its Arithmetic Mean is standing in least of all i.e. 62.5.

FIGURE 1: GRAPHICAL REPRESENTATION OF ARITHMETIC MEAN OF THE FIVE CATEGORIES



Results

Based on the above-mentioned calculation it is interpreted that the maximum number of respondents gave “Yes” response for the first category i.e. Establishment of HRM Committee in schools. The probable reason for this response could be that most of the schools do not have such committees and the teachers wish for its establishment as these would provide them with all those facilities which are provided to the employees in most of the other sectors.

Next, according to the responses of the respondents they prefer to have Appropriate Salaries & Perks. The teachers desire to have higher salaries & perks as these would motivate them to work harder and they would feel more committed towards the institution.

Further, the teachers wish to have a Grievance Redressal Cell in their institution so that their professional issues could be solved and they will feel less burdened because in lieu of a grievance redressal cell, they will not be able to complain about the issues they are facing from their colleagues or even seniors.

On number fourth, the respondents believed the need to have transparency in promotion policies, where they wish to have proper training for promotion and which should be unbiased.

Last preference was given to “spending quality time with family.” The probable reason for such a response could be that the teachers might not take any burden home and are getting sufficient leisure time.

Recommendations

1. There should be proper and formal HRM committee formulation done in the educational institutions.
2. Human Resource of an educational institution should be given utmost importance to get optimum institutional benefits.

3. Wages and compensation should be according to the workload.
4. Vertical and horizontal communication with management and colleagues should be easy going to relieve work related stress.
5. The government should intervene for policy making in the private schools.
6. Opportunities for growth, development and training should be provided in the private schools.
7. Proper and empathetic grievance redressal cell should be maintained.
8. Providing healthy working environment will create a positive effect on the teachers.
9. Facilities of retirement plans and job security should be given as a priority to the employees.

Conclusion

In view of the above interpretation of data, it can be concluded that Human Resource Practices are insufficient in private schools which is leading to the grievances and stress of the employees that is the teacher. On one hand, the teacher is considered the nation builder and on the other hand, he/she is not getting the basic facilities of proper wages, training, development, elevation and future security etc. The need of the hour is to understand that the teacher is the nation builder and the best part of resource in an institution and if it is maintained properly, all the other resources will be taken care of automatically. Thus, there is the need to retain teachers by arising in them commitment towards the institution which is possible only through proper attitude towards them.

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