

**A COMPARATIVE STUDY OF HRM POLICIES AND
PRACTICES IN HIGHER EDUCATION SECTOR IN
MATHURA AND GWALIOR REGION**

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By

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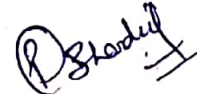
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Abstract:

Human Resource Management is one of the core areas of business having wide dimensions and relationships focalizing the functions of Human resources. Based on the extensive analysis of literature survey it is scrutinized that majority of the studies were concentrated on analysing the implementation of HRM practices with special focus on Training and development, performance appraisal and retention of the employees in educational studies. The thorough review of existing literature clearly divulge that, majority of the studies were concentrated on HRM practices in general and its implementation in various industry and services sector. Particularly the studies pertaining to HRM polices and practices in Higher Education sector are comparatively less. Further, the studies also clearly divulge that, there is no comprehensive study is made linking HRM polices and practices with Employee Commitment to Organization(Higher Educational Institution) to the organization. Hence, the research fulfils the gaps existing in the previous studies.

The present study aims at studying various factors, which influence HR practices broadly. For the research study, the respondents are the faculty members who are core part of the study. The management refers to the college management including members of educational societies which include chairman, board of directors, Secretary & Correspondents, Principals, and Administrative Officers etc. Research sample frame covers two select regions of Madhya Pradesh state. These include select higher education sector in Mathura and Gwalior Region.

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Ms. Payal Bharadwaj



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List of Abbreviations

1. AICTE	-	All India Council for Technical Education
2. ANOVA	-	Analysis of Variance
3. API	-	Academic Performance Indicators
4. AU	-	Andhra University
5. AY	-	Academic Year
6. B.Pharm	-	Bachelor of Pharmacy
7. B.Tech	-	Bachelor of Technology
8. CI	-	Confidence Interval
9. CO.	-	Company
10. COVID	-	Corona Virus Disease
11. CPI	-	Consumer Price Index
12. CSIR	-	Council of Scientific and Industrial Research
13. CV	-	Curriculum Vitae
14. DF	-	Degrees of Freedom
15. EVA	-	Equal Variance assumed
16. EVNA	-	Equal variance not assumed
17. FDP	-	Faculty Development Programs
18. GATE	-	Graduate Aptitude Test in Engineering
19. GSDP	-	Gross State Domestic Product
20. GVA	-	Gross Value Added
21. H_0	-	Null Hypothesis
22. HE	-	Higher Education

23. HOD	-	Head of Department
24. HR	-	Human Resources
25. HRD	-	Human Resource Development
26. HRM	-	Human Resource Management
27. ICSSR	-	Indian Council of Social Science Research
28. IMPRESS	-	Impactful Policy Research in Social Science
29. IQAC	-	Internal Quality Assurance Cell
30. IT	-	Information Technology
31. LEV	-	Levene's Equality of Mean Values
32. M.Pharm	-	Master of Philosophy
33. M.Phil	-	Master of Philosophy
34. M.Tech	-	Master of Technology
35. MBA	-	Master of Business Administration
36. MD	-	Mean differences
37. MDP	-	Management Development Programme
38. MHRD	-	Ministry of Human Resource Development
39. MOU	-	Memorandum of Understanding
40. MS	-	Mean Square
41. NA	-	Not Applicable
42. NAAC	-	National Assessment and Accreditation Council
43. NBA	-	National Board of Accreditation
44. NCC	-	National Cadet Corps
45. NET	-	National Eligibility Test

- 46. NIRF - National Institute Ranking Framework
- 47. NPTEL - National Program on Technology Enhanced
- 48. NSS - National Service Scheme
- 49. PG - Post Graduate
- 50. Ph.D - Doctorate of Philosophy
- 51. PO - Post Office
- 52. PP - Printed pages/Page preview
- 53. P-Value - Probability Value
- 54. QC - Quality Circle
- 55. QWL - Quality of Work Life
- 56. S.E.M. - Standard Error Mean
- 57. SD - Standard Deviation
- 58. SE - Standard Error
- 59. SED - Standard Error Difference
- 60. SLET - State Level Eligibility Test
- 61. SPSS - Statistical Package for Social Sciences
- 62. SS - Sum of Squares
- 63. T&D - Training and Development
- 64. UG - Under Graduate
- 65. UGC - University Grants Commission

Chapter-I

INTRODUCTION

Chapter-I

INTRODUCTION

The Research study constituted in this chapter deliberates the conceptual understanding on Human Resource Management(HRM) practices and policies adopted in Higher Education Sector, significance of HRM practices and policies for Higher Education Sector, existing studies pertaining to research topic, Research Gap, problem of the study, objectives, scope, methodology and chapter plan of the research.

1.1 Introduction

In the era of rising demands for quality in higher education¹, the role of human resources who bring the quality in education and transform the knowledge, disseminate the skills to the future generation has been received huge significance in the 21st century. To meet the challenges facing in the Higher Education sector, there is a imperative need for critical analysis on HRM policies and practices adopted in the Higher Education Sector. The long term sustainability of the educational institutions in the era of complex and competitive environment depends on the quality of the human resources² that the educational institutions procure, develop, motivate and maintain. The control structures of educational system particularly in the area of Higher Education sector require fundamental

¹ Kromydas, T(2017). Rethinking higher education and its relationship with social inequalities: past knowledge, present state and future potential. *Palgrave Commun* **3**, 1.

² Mohiuddin M, Hosseini E, Faradonbeh SB, Sabokro M(2022). Achieving Human Resource Management Sustainability in Universities. *Int J Environ Res Public Health*.4;19(2).

transformation – to become well-organized, translucent, autonomous, and student focused.

A comprehensive education reform programmed needs to be premeditated and implemented jointly by Central and State Governments to promote tactical planning and recognizing performance at the University level for accessing resources. It is, therefore, pertinent for each State to prepare a comprehensive State Higher Education Plan, which will effectively assess the needs and requirements of States for a better, more impartial and balanced share of resources.

According to Jones & Walters (1994), the human resources are referred as the “heart of the educational administration”. In the words of Davis(1990)³, the main approach remain the human resources are “better people achieve better results”, in view of the significance of better results required for the institutions to survive and sustain in the education industry, it is highly needed for a better qualitative human resources.

Due to increasing entry of educational institutions in engineering, management and pharmacy fields and favourable brace of government towards private educational institutions, the education sector in India with special reference to Madhya Pradesh state is been fastly growing.

Human resources undoubtedly decide the fate of the organization, especially in education sector, the success of the education institutions remains highly depended on its Faculty Members, i.e., employees who make the institution pride. The retention ratio of the students, performance of the students in the exams,

³ Davis K(1990). Human Behaviour at work. , 6th edition, Tata McGraw Hill publications, New Delhi, pp.17.

increase in the strength of the students in the institutions relies on the quality of the teaching that the Faculty Members deliver.

Hence, the present research focuses on the human resources in education sector in general and specific to select dimensions of HRM been practiced in select educational institutions.

1.2 HR practices in the Contemporary World

The traditional assumption of maximizing the profitability was been considered as a myth for the industries. The modern approach of the industries has been transformed from the perspective of maximizing the profit to maximizing the wealth through effective development of its manpower and aiming for long term sustainability. From this perspective, the industries and organizations have started considering the improvement in the productivity and result of profitability can be only be achieved through concentration of human resources. Ever since, the significance of human resources have been increased.

The industries in the services sector such as Education sector has particularly recognized the importance of its manpower and the need for effective HRM practices. Educational institutions have recognized the importance of manpower for bringing the quality and reputation in the education industry. The vitality of human resources is a result of transform of change received by the Higher Education sector.

Among the 4 M's which are considered as vital components for effective management of every organization, the first M, i.e., Men(human resources) was considered as the most vital component. The research studies focused on brining

the importance of human resources received momentum and the key observations are been implemented in the sector for growing the manpower quality and significance to achieve the objectives of the educational institutions. In the process of implementation, organizations have received the significance of successful implementation of HRM practices to match with the expectations and to meet the challenges faced by the industry.

Studies of Griffin R.W. and Moorhead G(2011) ¹ presented the importance of the development of human resources and effective implementation of maintenance measures to see the long term benefits of the organizations. Studies highlighted the necessity of transformation of conventional management policies and practices and the need for comparing the practices at global level.

Studies also specified the need for development of unique HRM practices centralizing the necessity of quality in human resources through bring the self motivation, confidence and commitment, increasing the abilities to work in the competitive era and organization's measures for bringing the satisfaction. Quality of service, efficiency, status and endurance are also been considered while developing the human resources.

The studies of Carvel Fred J.(1973) ¹ was considered for examination to understand the importance of the human relations in business. The growing demands for matching the quality in the competitive era often resulted in conflicts between management and staff and rising problems in the industries are been observed as a result of poor industrial relations. Lack of approach, lack of pre planned measures, lack of focus on long term outcome of organizational objectives

are often resulted into failure which have caused the failure of implementation of HRM policies and practices.

The three core functions of HRM practices such as procurement of human resources, development of their skills and abilities and effective management of human resources through lessening the negative outcome was considered as significant importance in the development of human resources in the modern industry.

1.3 Importance of HRM Policies

Human beings⁴ are considered as the dynamic elements of management. Success and efforts of human resources are closely correlated from the organization perspective. Human resource⁵ is now recognized and utilized as the most valuable of all organizational assets. The resources of men, money, materials and machinery are collected, co-ordinated and utilized through people. According to L.F. Urwick, “the success or failure of Business organizations in the long run are decided by the quality of its human resources not by the situation of market, nor by the capital invested or patents held. The human resources are the hidden weapon for the business organizations to excel in the competitive world.

“The greatest strength of India is its rich abundant human resources. The prosperity of a nation or an organization depends on the proper development and utilization of its human resources, as all other resources can be generated by a well

⁴ P aula Apascaritei, Marta M. Elvira(2022). ,Dynamizing human resources: An integrative review of SHRM and dynamic capabilities research,Human Resource Management Review,32(4), 100878,

⁵ Beach D.S.(1975). Personnel: the Management of People at Work. , Macmillan, New York.

motivated human resource. Organizational growth, change and success ultimately depend on the actions of human resources.

Organizations⁶ across the international boundaries are redefining themselves keeping in view of host country's business environment. Success in today's competitive business environment is increasingly a result of effective human resource management. Companies' may follow or approach the HR functions similar to existing organizations but how well their HR practices influence the organizational productivity can only be determined through concentration on the policies and execution of these HR policies.

The kind of commitment and brace that employees get from the management and level of satisfaction that employees get through effective HR practices will define the efficiency and effectiveness of implementation of HR policies and practices. The reputation of the organization right from survival to sustenance is also rely on efficiency of implementation of HR policies.

The conventional approach of HR right from treating manpower as machines to resources show the significance of HR policies in the contemporary world. The industrial growth of various sectors is also a significant mark of efficiency of the HR practices. The emerging practices in management towards development of human resources are considered as one of the most significant factors in the development of the manpower.

⁶ Apple While, Philip B.(1965). Organizational Behaviour. , Prentice Hall, Engle Wood Cliffs

1.4 Human Resource Management(HRM) – A Conceptual Overview

Human Resource management (HRM)⁷ is centralized on the ‘people’ in management. The term HRM has received huge importance in the modern business due to its influences on organizational productivity. HRM is considered as the philosophy, policies, procedures and practices relating to the management of people within organizations.

Human Resource⁸, which also referred as one of the ever active functions adopted by the management of the organization is often termed as centralized point in the development and growth of the economy. The scenario can be witnessed particularly in the changing environment, which has led to a mismatch between the skills of the employees and the functional roles expected from them.

The First Constituent is “Human” which symbolizes the set of employees who are also referred as manpower. The second constituent is “Resource”.

Resources are available in the shape of skill, knowledge, techniques, directions and bracing working guidelines are the tools to put the things in shape and place a product before the general public to maximize earnings in the shape of profits. The third constituent is “Management”. Management is the art of getting things done through others, and with the people in a formally organized group.

⁷ Casio W.F(1995). Managing Human Resource. , McGraw Hill Book Company, New York.

⁸ Dr.Aquinas P.G.(2009). Human Resource Management Principles and practice. , Vikas Publishing House Private Limited, , Noida.

Jicius M(1973)⁹ has explained human resources as the ‘integration of efforts of the organization that combines both inter related functions, functions which are inter dependent with a view of efforts of the manpower both physically and mentally contributing for the socio economic development of the organization’.

1.5 Purpose of HRM Policies in Education Sector

According to Sharma and Pandey(2021)¹⁰, the education sector provide wide range of opportunities for the potential manpower to excel in the teaching career and this sector provide one of the active jobs for the teachers and faculty members who can learn and grow simultaneously. According to the authors, the HREM in education provide set of policies and practices which constantly provide the manpower, i.e., teachers and faculty members to grow along with the institution and achieve reputation.

The following key objectives are observed as most signifying goals of HRM in the Education Sector.

- a) to achieve the constant development of skills of faculty and teachers, the educational institutions provide simultaneous learning environment along with work environment.
- b) To understand, collaborate and utilize the skills of faculty members for achieving the goals of educational institutions.
- c) To provide maximum security in job and providing the avenues for career development through bracing the infrastructure facilities.

⁹ Michael J. Jecius.(1973). Personnel Management 1973, p.37-38. Quoted by Gupta, C.B. HRM Sultan Chand & sons, New Delhi-Reprint 2008.

Sharma N., Pandey M.P.(2021). Role of Human Resource Management in Education. *Quest Journals- Journal of Research in Humanities and Social Science*.9(11), 27-31.¹⁰

- d) To increase the satisfaction of the teaching staff.
- e) To coordinate and maintain moral and values in the education sector and empowering the next generation through imparting knowledge braced with ethics.
- f) To construct a supportive environment of learning in the educational institutions.
- g) To ascertain the efficiency of the faculty members by encouraging them to actively participate in FDPs, workshops and other learning avenues to grow and improve their knowledge and disseminate to the students.
- h) To make the faculty members to understand the nature of the job to be performed in teaching, HR practices will help them to familiarize to the environment of the educational institutions.
- i) To understand the responsibilities of Faculty members, the faculty members are provided with training and development practices.
- j) To cope up with job characteristics, expected outcome, expected delivery of classes, the faculty members are provided with training and development in the form of workshops and FDPs.
- k) To retain the talented faculty members to stay and sustain for more number of years, the talented faculty members are provided with employee retention strategies under HRM practices.
- l) The education sector is one of the few sectors which highly depends on the collective environment. Hence, HRM practices will provide the brace in the

form of empowering the faculty members to participate actively in the supportive and collective environment.

- m) For maintain the educational standards, the faculty members are provided with development practices.
- n) For providing the transparency among the management practices among the staff, the HR M policies are required in the education sector.
- o) Unlike other sectors, the education sector closely works with competitive environment with high importance on intellectuality. Hence, to improve the capabilities of the faculty members and staff, the HR policies are to be implemented in effective manner.
- p) The education sector requires the HRM Policies particularly in the area of employee retention and employee motivation.
- q) Rising employee attrition in the education sector show the need for the effective HRM policies implemented for the development of the faculty members.
- r) Faculty members need continuous motivation to perform their effectively. Since, most of the responsibilities of the faculty members are routine in nature, they require motivation and this function can be effectively performed through HRM practices.
- s) For the empowerment of faculty members to go for higher education such as pursuing M.Phil and Ph.D courses, the career development practices have to be launched and implemented.

- t) Performance appraisal practices are to be included in the HRM policies for appraising the faculty members.
- u) For implementing the compensation packages, the education sector highly rely on the HRM policies and brace of HR department.
- v) For recognizing the employee talent and worth, the development of HRM Policies will serve the need.
- w) For safeguarding the employee rights in terms of accessing the resources, availing the benefits, efficient HRM policies will serve the requirements of the faculty members and staff.
- x) Especially for large organizations, the continuous recruitment and selection in various departments will be served and fulfilled through efficient HRM policies.
- y) To cope up with the change and continuous development of the staff, HRM policies provide huge assistance.
- z) For implementing the better faculty welfare measures, the HRM policies designed will help the faculty members.

1.6 Significance of HRM functions in Education Sector

The importance that HRM functions provide in the Education sector is presented here. The HRM functions provide the faculty members to perform the tasks in efficient manner. The following some of the key functions performed by HRM particularly in the Education Sector.

- a) Planning for present and future requirement of manpower.

- b) Organizing the induction and development of manpower
- c) Staffing the manpower
- d) Directing and guiding the manpower
- e) Coordinating the manpower
- f) Reporting the manpower
- g) Budgeting the requirements of the Educational Institutions

a) Planning for present and future requirement of manpower: The education sector is one of the key services sector which is regarded as vibrating sector. The nature of the industry requires intellectuality, commitment and dedication. Hence, fulfilling these requirements require the assistance of HRM practices and implementation of function for proper planning of human resources for the effective development of the educational institutions.

b) Organizing the Induction and Development of Manpower: The people choosing Education Sector for career is comparatively less due to the nature of work to be performed in the Education Sector.

Especially for a newly joining faculty member, the induction program will serve the need to cope up with the educational institution atmosphere and the faculty members are particularly needed with development practices such as attending the training and workshops for updating their domain knowledge. In this scenario, the industrial and development practices will benefit them.

c) Staffing the manpower: The educational institutions should constantly monitor the requirement of faculty members in various domains and various designations.

Especially, the AICTE norms and UGC norms have to be followed to maintain the proportion of faculty to student ratio. Rising in take of the educational institution demands for staffing more man power with requisite qualification.

d) Directing and guiding the manpower: Teaching field is such a different service sector which requires the manpower to constantly offer their services for the development of students. This is one of the sectors which require proper direction and guidance by the management. Further, the faculty members are to be directed effectively to perform their responsibilities in effective manner.

e) Coordinating the manpower: Both the teaching and non teaching staff have to work coordinatively for achieving the mission and vision of the educational institutions. Especially during inspections and accreditation process, the information, data and efforts have to be shared in a coordinative manner for achieving the success of the educational institution.

f) Reporting the manpower: The tasks and responsibilities of the faculty have to be monitored and reported for proper guidance and control the activities of manpower in the educational institutions.

g) Budgeting the requirements of the Educational Institutions: In order to maintain the quality manpower in educational institutions, the compensation and budgeting has to be made to ensure the faculty members are getting right compensation for their services. Deviation in the compensation will increase the risk of employee turnover.

1.7 Need for HRM Policies in Education Sector

According to Business Line Report(2022), the Indian education sector is facing the challenges in the form of lack of efficient HRM practices in the sector and lack of brace from management in implementing the HRM practices. Further, the sector has witnessed that many educational institutions are strongly controlled by the management and giving less emphasis for HR Department in the development of human resources in the educational institutions. Further, the report highlighted on the need for designing broad HRM practices to cope up with the educational standards and changes set under National Education Policy, 2020.

The report further mentioned about the lack of quality in the human resources particularly in the education sector and the challenges tha the institutions are facing in the form of financial, globalization factor and demand for technological innovations. Further, the COVID-19 has also made a negative impact on the need for the manpower. The online teaching and learning practices has seriously impacted the education sector. The management of the educational institutions were started to engage online session and reduce its manpower, particularly the faculty members to reduce the expenses. Such practice in the educational institution has hampered the faculty members and many faculty have migrated from teaching and now, the HR departments are facing the issue of procuring the talented faculty members.

1.8 Issues of HRM policies in Higher Education Sector

Several studies were conducted in India and abroad on human Resource management and its various functional areas in the past few decades. But most of these studies were related to the private and public sector undertakings and co-operative organization. A survey of existing literature reveals that no study has been made so far relative to the personnel management. The significance of human resource management can be discussed at four levels. Human resources and their management play an imperative role in the progress of economy.

Effective management of human resources helps to speed up the process of economic growth which in turn leads to higher standards of living and fuller employment. Education sector being one of the precious sectors contribute for nation improvement in the form of development of future generation relies highly on its human resources, i.e., faculty members. For realizing the reality of need for change and mapping with the change in the Higher Education Sector. The crucial dimensions that are the need of the hour for implementing the HR practices in Higher Education Sector effectively are:

- a. Growing the existing size of the Human resources in terms of development of talented pool
- b. Increase in competition in Education sector
- c. Technological advances

Human Resource policies and activities are broadly classified into two broad categories. These include Management Functions and Operative Functions. The Management functions focus upon the planning for human resources, organizing

the human resources, Procurement the human resources, development of human resources and maintenance of human resources. The operative functions of Human Resource Management which include identifying the need for the talented work force, evaluating and selecting the talented workforce, constant development of the workforce, applying maintenance management strategies through adopting employee retention strategies, motivation strategies for empowering the manpower.

Figure-1.1: Functions of Human Resource Management¹¹



¹¹ Erik van Vulpen(2014). How to build an HR Department: A Practical Manual. AIHR Academy to Innovative HR, retrieved from <https://www.aihr.com/blog/how-to-build-hr-department/>

1.9 Overview of Education Sector in Madhya Pradesh

Madhya Pradesh is divided into 52 districts for administrative purposes. The district is the main unit of administration. These districts are arranged in 10 regions. The population of Madhya Pradesh consists of a number of ethnic groups and tribes, castes and communities. The scheduled castes and the scheduled tribes constitute a significant portion of the population of the State 15.6% and 21.1% respectively. Madhya Pradesh state's Gross State Domestic Product (nominal GDP) for 2013–14 was ₹ 4,509 billion (round to US\$ 72,726,000,000). The per-capita figure was US\$ 871.45 in 2013–14, the sixth-lowest in the country.

Between 1999 and 2008, the annualized growth rate of the state was very low: 3.5%. Subsequently, the state's GDP growth rate has evinced significantly, rising to 8% during 2010–11 and 12% during 2011–12. Madhya Pradesh is also famous for honey production in district Morena.

The state has an agrarian economy. Madhya Pradesh state is made up of 52 Districts, which are grouped into 10 regions. As of 2020, the state has 52 jila (district) panchayats, 376 tehsil, 313 janpad panchayats/ blocks, and 23043 gram (village) panchayats. The municipalities in the state include 18 Nagar Nigams, 100 Nagar Palikas and 264 Nagar Panchayats.

According to the 2011 census, Madhya Pradesh had a literacy rate of 69.32%. According to the 2009–10 figures, the state had 105,592 primary schools, 6,352 high schools, and 5,161 higher secondary schools.

The state has 208 engineering and architecture colleges, 208 management institutes, and 12 medical colleges. The purpose of higher education is to enable the student to reach his goals and to develop human qualities in him while ensuring the multifaceted development of his personality. Educational Institutions and universities are the pillars of education, the light of which spreads through the students to the entire society and the world.

It is in these temples of Shiksha that life values are created in the heart of the student. Government of Madhya Pradesh, Higher Education Department is constantly striving in this direction. In the past years, the numerical growth of the educational institutions, quality education and multifaceted achievements of the students is a direct result of this. It is evident that the Department of Higher Education is continuously progressing towards achieving its goals.

Madhya Pradesh Higher Education Department is one among the departments, constantly striving to make the youth studying in the educational institutions physically, mentally and spiritually strong and energetic, along with this the cultural, social, moral engagement values and morals of these youth are developed and they are also sensitive so that youths can serve humanity by giving their best contribution when they go to the society after their studies.

The education system in the faculties of arts, science and commerce etc. of the colleges has been strengthened through various schemes of the government.

The education system has become influential through various innovations like World Bank and RUSA Project, Ambassador Teacher Scheme, Smart

Education System, Virtual Classroom Project, Remedial Classrooms, Skill Development etc.

The state of Madhya Pradesh presently holds two universities which are received the status as “Central Universities”, a sum of 16 universities functioning in the status as “State Universities”, 3 universities received the status as “Deemed to be Universities” and another 20 universities received the status as “Private Universities” are functioning in the state in the Higher Education Sector.

The state further holds the distinction of providing institutions of national importance, including an IIT. All India Institute of Medical Sciences and an NIT. The state also has an IIM and an IISER and Two NLUs. The Higher Education Department functioning under Ministry of HRD has listed a sum of Eighty One institutes under centrally funded and Forty Two universities as Central Universities.

Among the total universities two universities are functioning in the state as Central universities, IGNOU regional centres functioning in Bhopal and Jabalpur and another 8 institutes are centrally funded operating in the Higher Education Sector in the state of Madhya Pradesh.

The 2022-2023 financial year data extracted from Ministry of Higher Education, Government of Madhya Pradesh reveals a sum of 14,85,457 students are enrolled for Higher education programmes. These students are pursuing in 299 popular courses made available in 56 universities situated in Madhya Pradesh state.

1.10 Review of Literature

Endeavour is made with an objective to realize conceptual insights, applications and relationships of dimensions of HRM policies and practices, its influence, implementation, impact and role on educational institutions and other stakeholders. Key observations scrutinized from existing literature from national and international publications, articles and journals are presented below.

Shekshnia,(1994)¹² in his study has explained the role of HRM practices and its influence on employee retention. Author has assumed about , if the organization did not recognize the worth of retaining of the workforce, the organization will suffer in the long run as talent drain will negatively impact the productivity. According to the author, there are the five determinants such as Development of career Opportunities, Superior Brace, Work Environment, Rewards, and Work-Life Policies to study the impact of HRM practices on retention of workforce. Employee retention is a process in which the workforce are encouraged to remain with the organization for the maximum period of time or until the completion of the project. Employee retention is beneficial for the organization as well as the employee. Employee rewards are observed as one of the most significant factors affecting positively to the employee retention.

¹²Data retrieved from Rao VCM(2018).Employee Retention practices in Pharmaceutical companies. Ph.D Thesis Submitted to Sri Krishnadevaraya University, Anathapuramu, Andhra Pradesh.

Ahmad S and Schroeder R.G.(2003)¹³ have compared the industry wise differences in terms of HRM practices. The study further extended to visualize the influence of HRM practices being implemented in the select industry and their efficiency on organizational performance. The study is based on comparison on industry wise HRM practices and concluded that that HRM practices have been playing vital role in increasing the performance of the organizations.

Deanne N et al.(2004)¹⁴ have presented the significance of Performance Management practice and its implications on HRM policies and practices. The study revealed that evaluation of performance of the employees must be fairly done in order to reduce the comparison of discrepancies and disputes among the employees and staff. Further, the authors have also assumed about performance appraisal policy must be formulated by taking the views management and staff.

Agarwal P(2006)¹⁵ has explained that the higher education system need to be more focused on student centric development approach. Further, the author has explained the present education system is more complex structured and the freedom for the students to choose their requirement is minimal. Further, the author has

¹³ S. Ahmad and R.G. Schroeder, "The Impact of Human Resource Management Practices on Operational Performance: Recognizing Country and Industry Differences of Operations Management, Vol. 21, No. 1, pp. 1-19, 2003.

¹⁴ Deanne N. den Hartog, Paul Boselie and Jaap Paauwe, (2004). Performance Management: A Model and Research Agenda. *Solicited Psychology: An International Review*, 53(4), 556-569

¹⁵ Agarwal P. (2006). Higher education in India: The need for change (pp. 119-120). Indian Councilfor Research on International Economic Relations.

comprehend that the education system needs to transformation from its existing conventional approach.

Hiddigui and Mostafa EI(2006)¹⁶ focused on analysis on Higher Education system with special focus on education and governance. Authors have assumed about the HRM policies must be made with proper justification on transparency particularly with commonly arising problems in Higher education sector. Especially for some issues such as staff rotation, professional mobility, disciplinary measures and termination, the HRM policy must be well informed to the workforce.

Csizmadia et al(2008)¹⁷ have studied the statistical impact of the HRM implementation process and quality management in educational institutions. Authors have selected dimensions such institutional reputation, involvement of consultants and leaders' commitment. Authors have statistically evinced that there is a significant effect on the leadership commitment on implementation of quality management in Educational institutions.

Shahzad et al.(2008)¹⁸ in their joint paper have analyzed the HRM practices in Universities and its implementation in Pakistan. The study shown that, there is a

¹⁶ Hddigui, EI Mostafa. Human Resource Management in the Education Sector. United Nations Educational, Scientific and Cultural Organization. ED/EPS/2006/PI/17, p.3-5.

¹⁷ Csizmadia, T.,Enders, J., & Westerheijden, D. F. (2008). Quality management in Hungarian higher education: Organizational responses to governmental policy. Higher Education, 56(4), 439-455.

¹⁸ Shahzad, K., Bashir, S., & Ramay, M. I. (2008). Impact of HR Practices on Perceived Performance of University Teachers in Pakistan. International Review of Business Research Papers, 4(2), 302-315.

significant relationship in between compensation and promotion practices implemented in the universities. Further, the study statistically tested the empirical relationship between compensation and employee perceived performance.

Majumdar M(2009)¹⁹ in his study emphasized on the outcome of skill shortage due to lack of effective HRM practices. Autor has comprehend that the skill shortage is becoming a rising issue despite the fact that the availability of human resources is more. The author has recommended the alternative measures have to be performed to cope up with the problem of skills shortage. The author felt that the as the demands in the job market is increasing, the companies including from industry and service sectors must adopt the employee talent enhancement strategies through fulfilling better compensation, welfare and the satisfaction at work place.

Agrawal and Swathi(2010)²⁰ in their study have emphasized on necessity of implementation of Talent Method for Business Schools. Authors have solicited the Factor analysis to determine the factors extracted using “Principal Component Analysis”. Authors have distinguished that the organizations must follow the factors such as talent acquisition, talent development and talent maintenance to sustain in the cut throat competitive scenario in the higher educational institutions particularly for the Business Schools. Authors have further comprehend that

¹⁹ Majumdar Mahuma, ‘Talent retention in Pharmaceutical Company: A perspective in the Modern era’, Shodh, Samiksha and Mulyankan (The International Research Journal), vol2, issue 7, August, 2009, pp.43-44.

²⁰ Agrawal, Swati (2010). Talent Model for business schools: A factor analysis. Indian Journal of Industrial Relations, 45(8), p.3-9.

institutions must develop Talent Method in order to bring best practices in the HR practices for empowering the manpower.

Adenike A(2011)²¹ has conducted a field study with an objective to investigate the existing organizational work climate and job satisfaction among the academic staff working in universities in Southwest Nigeria. Authors have scrutinized that, existing work climate prevailed in the organizations create strong sense of feeling among the academic staff and this will have huge impact on satisfaction on job among the academic staff.

Ahmad S.M. and Mir A.(2012)²² have specifically concentrated on Excellence in educational empowerment. Authors have further comprehend that educational institutions are in need of implementation of better HRD practices for making the staff to be well trained and developed to tackle the academic and other challenges emerging in education sector.

Patrick H., Sebastian S(2012)²³ has studied the HRM practices implemented in the select educational institutions. The study based one sample study of 249 teachers working in select Government, aided and private colleges. Authors have

²¹ Adenike A. (2011). Organisational climate and job satisfaction among academic staff in some selected private universities in Southwest Nigeria [Dissertation, pp. 150-151]. Covenant University.

²² Ahmad S. M., & Mir A. A. (2012). Need for Human Resource Development (HRD) practices in Indian universities: A key for educational excellence. *Journal of Human Values*, 18(2), 113-132.

²³ Patrick H., Sebastian S(2012). Human Resources Management Practices' influence on Faculty Commitment in Higher Educational Institutions. *Asian Journal of Management Research*.3(1), 125-139.

compared the HRM practices relating with Organizational commitment. The employee procurement is analyzed with organizational commitment dimensions such as Affective, Normative, and Continuance commitment. Authors have concluded that leadership initiatives blended with organizational commitment will create success in organizational goals achievement.

Gupta and Neha(2012)²⁴ have deliberated the measures solicited for workforce retention by the management in select pharma company. The study is based on analyzing the efficiency of employee rewards and the impact of work environment on turnover of work force in the organization. The researchers have felt that the HRM policies of the organizations must be revised according to the industry norms and the competition emerging in between eh companies. Further, the practices such as manpower planning, recruitment and selection and other Human resource development practices will accelerate the employee efficiency towards their commitment to organizations.

David W., and Issahaku J(2013)²⁵ have emphasized on HRM policies and practices pertaining to high school teachers functioning in the select educational institutions at Ghana. Authors' have further comprehend that the policies employed for HRM practices have resulted in to improvement in the performance

²⁴ Gupta and Neha(2012). Factors Contributing To The Employee Turnover In Pharmaceutical Companies In India: A Case Study Of Ranbaxy Laboratories Limited. Indian Streams Research Journal, 2(8),1-8.

²⁵ David W., and Issahaku J., (2013) the effectiveness of Human Resource Management Policies on Teachers: A case Study of Ghana Education Services, in Tamale Metropolis, Ghana. Educational Research.

of the teachers. The study further comprehend that the institutions functioning in Ghana are looking at introducing the HRM practices blended with focus on organizational performance improvement. Authors have concluded that there is a necessity for introducing the policies and practices for effective implementation of HRM practices for achieving the sustainability of the education services in Ghana.

Sinha and Shukla(2013)²⁶ revealed that the employee retention in the context of competitive scenario is been found more relevant that the companies need to concentrate on developing the strategies to recognized employee performance and making them to engage in satisfying work so that ht employee remain in the organizations.

Gichohi (2014)²⁷ has explored Employee Commitment to Organization(Higher Educational Institution) and its role in the creativity and innovation of personnel. Author has detailed that compensation practices, career growth opportunities, leadership, and team management determine Employee Commitment to Organization(Higher Educational Institution). Further, the author has detailed that organization policy, procedures, and norms are the other influential factors of Employee Commitment to Organization(Higher Educational

²⁶ Sinha D., and Shukla S.K.(2013). A Study on Employee Retention in the Pharmaceuticals Sector in Dehradun City', International Journal of Education and Psychological Research, 2(1), 30-39.

²⁷Gichohi, P.M. (2014). The Role of Employee Commitment to Organization(Higher Educational Institution) in Revitalizing Creativity and Innovation at the Workplace: A Survey of Selected Libraries in Meru County – Kenya. Library of Philosophy and Practice, 1, 1-33.

Institution). They further point out creativity and innovation qualities of personnel leads to better employment engagement practices.

Lile P (2014)²⁸ has focused on personality of employee, satisfaction and organizational citizenship behaviour of personnel. The study is based on primary data. The author explained that satisfied personnel would increase their tenure in the organization. Further, the study also found a positive Interdependence between educational qualification and organizational citizenship behaviour. He showed in his article that the satisfied personnel of the organization like to work in organization for longer period and maintain the positive association with the management.

Dajani M.A.Z (2015)²⁹ in his research has ascertained the impact of Employee Commitment to Organization(Higher Educational Institution) on employee job performance. The author had collected the primary data from 245 sample respondents. The data analysis of the study has showed the significant impact of Employee Commitment to Organization(Higher Educational Institution) on employee job performance. The research explores the magnitude of Employee Commitment to Organization(Higher Educational Institution) in their career Advancement.

²⁸Pavalache-Ilie, M. (2014). Organizational citizenship behaviour, work satisfaction and personnel' personality. *Procedia Social and Behavioral Sciences*, 127(1), 489-493.

²⁹Dajani, M. A. Z. (2015). The impact of Employee Commitment to Organization(Higher Educational Institution) on job performance and organisational commitment in the egyptian banking sector. *Journal of Business and Management Sciences*. 3 (5) 138 – 147.

Jogi, R.A. and Srivastava, A.K. (2015)³⁰ have ascertained to explore the determinants of Employee Commitment to Organization(Higher Educational Institution) with a multivariate approach. The study shows that the determinants of Employee Commitment to Organization(Higher Educational Institution) are workforce brace (i.e. work-sharing and knowledge sharing), employee development, and right communication. The multivariate approach explored by these investigators is explain the key determinants of Employee Commitment to Organization(Higher Educational Institution) like how work sharing and knowledge sharing is important to attained the objectives into reality.

Menon S(2015)³¹ has focused on the lack of facilities in select universities and their impact on implementing the R functions. The authors has assumed about he higher education in Public sector is functioning under controlled environment, hence the scope for implementation of HRM practices is limited to approval where as the private sector universities are converting to more systemized form through effective implementation of HRM practices. Further, the author comprehend that right from recruitment to providing maintenance practices, the state funded universities, i.e., public sector universities need for implementing HR functioning through developing better HRM policy.

³⁰Jogi, R.A. and Srivastava, A.K. (2015). Determinants of Employee Commitment to Organization(Higher Educational Institution) in Banking Sector: A Multivariate Study in Central Chhattisgarh. *Pacific Business Review International*, 8(3), 66-70

³¹ Menon S(2015). HRM in Higher Education: The need of the Hour.*IOSR Journal of Research & Method in Education*, 5(6), version -2, 12-14.

Shahani N(2015)³² have studied the organizational citizenship and the role of HRM practices. The study is based on select employee cadre from teaching staff working select public sector universities in Pakistan. The author has revealed that, proper execution of the HRM policies will help the the universities for achievement of organizational citizenship behaviour.

SapnaPopli et al (2016)³³ have made analysis on Employee Commitment to Organization(Higher Educational Institution) and role of style of leadership. The investigators have detailed that transformational leadership style is the antecedent of Employee Commitment to Organization(Higher Educational Institution). Further, the investigators have detailed that transformational leaders can motivate subordinates in terms of task accomplishment, career, etc. They further detailed the how transformational leadership is important to accelerate the productivity of the organization.

Shah Sand Saraswat S(2016)³⁴ in their study have focused on development of human resources and the challenges in Higher education sector. Authors have assumed about the education sector is facing the typical challengers in terms of retaining the teaching staff as the migration of teaching staff is more in the higher

³² Shahani N(2015). Human Resource Management Practices and their ipact on Organisational Citizenship Behaviour in the Public Sector Universities of Pakistan. Thesis submitted to Charles Sturt University, Australia.

³³SapnaPopli et al (2016): Drivers of Employee Commitment to Organization(Higher Educational Institution): The Role of Leadership Style, *Global Business Review*, 17(4), pp. 1-15.

³⁴ Shah S., Saraswat S(2016). Issues and Challenges in Human Resources Management pertaining to the field of Higher Education in India. *Journal of Advances and Scholarly Researches in Allied Education*. Multidisciplinary Academic Research. 3(1), 2-9.

education sector. The authors have assumed about the human resource management practices have to be strengthened to introduced better development practices. Further, the authors have also assumed about the recognition of Knowledge, Skills and Abilities(KSAs) for achieving the performance of the organization. Authors have comprehend that poor working conditions in the educational institutions, staffing problems, use of ICT in education are the key problems faced in the educational institutions.

Muralidhar S and Gopal R.K.(2016)³⁵ have assumed about the number of universities in India during post independence was substantially increased and the demands of the educational institutions have also been increased. There was a clear evidence of transformation in terms of objectives of the institutions to focus areas. In the study, the authors have studied select Business Schools functioning Bengaluru City. Study covered the availability of infrastructure, teachers, students and best practices adopted for the placements. Paper also highlighted on the satisfaction of the teachers over HR practices implemented in the Business Schools. Authors have concluded that the standards and norms followed for teachers are not up to the mark and clearly there was an arbitrary form of system been followed.

Akram Ali Jouda et al.(2016)³⁶ covered their study with a focus on Employee performance. The study is based on sample respondents of faculty

³⁵ Muralidhar S., Gopal R.K.(2016). HR practices in the Education Sector(With special reference to B-School in Bangalore). *Adarsh Journal of Management Research*, 9(2), 1-12.

³⁶ Akram Ali Jouda, Ungku Norulkamar Ungku Ahmad and Khalid Abed Dahleez, "The Impact of Human Resource Management Practices on Employees Performance: of Islamic

members, i.e., employees. Study explained about the statistical impact on `dimension wise HRM practices and its significance on Employee performance. Results evinced significant and confirmed that performance of employees is closely related to the implementation of HRM practices.

Sharma T and Sharma G(2016)³⁷ focused on Perspicacity of the teaching staff working in educational institutions situated in two select states. The two states considered for analysis are Madhya Pradesh and Uttar Pradesh. The study more specifically concentrated on educational standards, accreditation process, and student quality, perception on services, standards and quality education. Authors have assumed about the educational institutions must concentrate on utilizing the HRM practices to accelerate the performance standards to meet the challenges of educational institutions to achieve better ranking in accreditation process.

Chandra P(2017)³⁸ in his study has commented on the existing university system and the challenges for institutions. Author has explained that the universities must concentrate on building strong academic aptitude through providing better justice to both faculty in terms of providing facilities and HRM practices as per the university norms and further the student development must be

University of Gaza in Palestine”, *International Review of Management and Marketing*, Vol. 6, No. 4, pp. 1080-1088, 2016.

³⁷ Sharma T, Sharma G(2016). A Study on HR Policies and Practices in Higher Educational Institutions – A Comparative study of M.P. and U.P. *Prestige International Journal of Human Resource Management*. 1(1), 38-51.

³⁸ Chandra P. (2017). *Building universities that matter: Where are Indian institutions going wrong?* (pp. 46–47). Orient BlackSwan.

centralized. Author has explained about the mistakes commonly done by the universities in building better management in the society.

Cesario and Chambel (2017)³⁹ in their study focused on personnel' work engagement and job performance are positively related. The authors have explained the magnitude of effective Employee Commitment to Organization(Higher Educational Institution) and how the organizational administration system is positively associated with the job performance of personnel engaged in organization.

Dauda Y and Singh G(2017)⁴⁰ have presented the benchmarking techniques to study the literature pertaining to HRM in Higher Educational institutions. The study revealed that in order to maintain the sustainability in academic quality there is need for implementing the better HRM practices. Authors have found important observations from existing literature existed in between 1996 to 2014. Some of the key highlights mentioned in the study are Quality Assurance, Employee Satisfaction, Administrative Efficiency, Accreditation and Total Quality Management(TQM).

³⁹Cesario, F. &Chambel, M. J. (2017). Knowledge and Process Management. Published online in Wiley Online Library

⁴⁰ Dauda Y., Singh G(2017). Review of Integrating HRM Best Practices for Academic Quality in Higher Educational Institutions. *International Journal of Solicited Environmental Sciences*.12(12), 2037-2047.

Vanitha(2018)⁴¹ in the article has highlighted on teaching performance with special focus on the factors such as training, empowerment and teamwork on teaching innovation and performance. Author has made a field study on teachers and for further examination; the Structured Equation Method technique was used. The statistical results evinced that teaching practices supplemented by innovation will have a statistical impact on performance of employees.

Hamadamin H, Atan(2019)⁴² have conducted a sample study on employees of select universities in Erbil City of Iraq. The study is based on a sample frame of private universities functioning in Erbil City. Authors have further solicited the Structured Equation Method(SEM) and statistically evinced that, there is a hypothesized impact of human capital development and commitment of employees, competitive advantage, academic environment.

Jose S.V.(2019)⁴³ in the study concentrated on the retention of employee and role of HR practices in promotion of better retention in the organizations. Author has explained that the education sector in India very challenging and retention is one of the most typical challenges for the HR department to tackle with. Further, author has also explained that the indifferences in perks, benefits, lack of incentives in educational institutions create the employees to leave the job and this will create

⁴¹ Vanitha A. Strategic Human Resource Practices towards Industry innovation and Employee performance in Organization with special reference to Education Sector. IJMS, 10(2), 1-4.

⁴² Hamadamin H, Atan T(2019). Development and Employee Commitment to Organization(Higher Educational Institution). Sustainability. 11(20), 5782-5785.

⁴³ Jose S.V.(2019). The impact of Human Resource Practices on Employee Retention in the Education Sector. A Journal of Composition Theory. 12(8), 87-93.

the need for taking the brace of HR for designing the better employee retention strategies.

Khan M and Singh(2019)⁴⁴ in their study have compared the HRM practices implemented in the select manufacturing industries functioning at Mandideep district situated in Madhya Pradesh. Study is based on a sample of 523 workers working in various departments of select manufacturing firms. The study compared the determinants of job analysis, training and development, employee participation and promotional policies adopted among the firms working under sample frame. Authors have assumed about the engagement of the employees is linked with job satisfaction.

Kim et al.(2019)⁴⁵ have made a momentous analysis on Employee Commitment to Organization(Higher Educational Institution) and its impact on personnel. Performance. Further, the investigators also have explored the impact of Employee Commitment to Organization(Higher Educational Institution) on retaining of workforce. The study shows that Employee Commitment to Organization(Higher Educational Institution) has a significant impact on retaining of workforce. The proposed theory is focused on effective Employee Commitment to Organization(Higher Educational Institution) process to minimize the retaining of workforce rate in organization.

⁴⁴ Khan M.A., Singh S(2019). A Study of problems relating to Human Resource in Manufacturing Industries of Madhya Pradesh with special reference to mandideep District-Raisen, MP. *International Journal of Scientific & Technology Research*.8(12), 1-15.

⁴⁵ Kim, W., Han, S. J. & Park, J. (2019). Is the role of work engagement essential to employee performance or 'nice to have'? *Sustainability*. 11, 1050.

Manzoor F(2019)⁴⁶ has extensive made a study to study the significance of training in achieving the performance improvement of the teaching staff. The author has narrated the HRM practices with special focus on training and development and its impact on employee performance. Statistical study based results clearly evinced that the HRM practices brace the improvement of performance of the employees.

Student et al.(2019)⁴⁷ in the joint paper have analyzed the select HRM practices in higher educational institutions with special focus on employee development. The authors have emphasized on the need for developing the employees through effective implementation of HRM policies. Authors have assumed about the responsibility of the university and institutions increase in the present era of competition to fulfill the expectations of the sector to develop quality students. The authors have further comprehend that the facility of implementation of HRM practices rely on the brace of the management of the institutions.

Hossain M.F., Rahman S(2019)⁴⁸ have examined the benchmarking techniques to evaluate the higher education sector with special focus on role of

⁴⁶ Mazoor F, Wei L, Banyai T, Nurunnabi and Subhan Q(2019). An examination of Sustainable HRM Practices on Job Performance: An Application of Training as a Moderator. *Sustainability*, 11(8), 1-5.

⁴⁷ Student, Ruchi & Upadhyaya, Akanksha & Dua, Shikha. (2019). A Study on Human Resource Management practices adopted by Higher Education Institutions. Paper cited from https://www.researchgate.net/publication/346382796_A_Study_on_Human_Resource_Management_practices_adopted_by_Higher_Education_Institutions#:~:text=HRM%20practices%20in%20the%20areas,universities%20than%20public%20sector%20universities.

⁴⁸ Hossain M.F., Rahman S.(2019). HRM practices in Higher Educational Institutions in Bangladesh. *IJARIE*, 5(6), 824-829.

HRM in bringing the academic quality in the Educational institutions. Authors have examined the select literature and found that, there is a direct relationship in between HR practices and organizational performance. Further, the authors have also assumed about HRM practices bring sustainability to the organization in terms of resulting into excellence.

Aboramadan M et al.(2019)⁴⁹ have investigated the statistical impact of HRM practices on organizational commitment. The study is based on the sample of 237 employees working in both academics and administrative categories. The sample frame of the study is Palestinian Universities. Authors have solicited Structural Equation Method technique to ascertain the impact of HRM practices on Organizational Commitment.

Rashid P(2019)⁵⁰ in his study has made observations on HRM practices been implemented in select educational institutions. The study is based on sample survey organized on 800 respondents. The study revealed that, HRM practices were strongly associated with the job satisfaction level of the employees. Further, the studies revealed that, the effect of HRM practices on performance of employees were shown strongly evident. The study concluded that the HRM practices are strongly been followed to achieve the organizational performance and achieving higher level of satisfaction among the teaching staff.

⁴⁹ Aboramadan M., Aldashiti B, Alharazin H, Dahleez K(2019). Human resources management practices and Organizational Commitment in Higher Education: The mediating role of Work Engagement. *International Journal of Educational management.* 34(1), 154-174.

⁵⁰ Rashid P(2019). A Study on HRM practices across various Higher Educational institutions. *Journal of Advances and Scholarly Researchers in Allied Education.*16(6), 2731-2735.

Pradhan A and Mishra S (2020)⁵¹ have introduced a new dimension called workplace attachment in their study. Researchers have deliberated that there is a considerable Interdependence between workforce engagement and workforce commitment. The dimensions designed are explained about how workforce engagement is inter connecting the workforce commitment and its magnitude in HRM practices.

Yaakobi E and Weisberg J (2020)⁵² in their study have explored organizational citizenship behaviour and its relationship to the performance of personnel. The research has shown that OCB has a predictive effect on employee performance. The predictive research emphasizes on various behaviors of employees and developed the theory for estimating the performance of personnel in organization.

Alqudah I et al.(2021)⁵³ have made a sample study organized on 510 bank employees in Jordan with a view to understand high performance HRM practices and its impact on affective commitment on readiness. Further, the study also focused on perceptions of the employees on change. Statistical results evinced that

⁵¹Pradhan, A., & Mishra, S. (2020). Workplace Attachment as a Mediator of Organizational Tenure and Organizational Citizenship Behavior. *Jindal Journal of Business Research*, 9(2), 91-105.

⁵²ErezYaakobi and Jacob Weisberg (2020), Organizational citizenship behavior predicts quality, creativity, and efficiency performance: The roles of occupational and collective efficacies, *Front. Psychol.*, 24 April 2020.

⁵³ krema H.A Alqudah, Adolfo Carballo-Penela, Emilio Ruzo-Sanmartín. High-performance human resource management practices and readiness for change: An integrative model including affective commitment, employees' performance, and the moderating role of hierarchy culture. *European Research on Management and Business Economics*, 28(1), 1-13.2022,

there is a remarkable positive Interdependence between HPHRM with change and affective commitment.

Kudaibergenov Z et al.(2021)⁵⁴ have presented the importance of strategic HRM practices to cope up with rising demands in higher educational system. The author shave analyzed the HRM practices and studied the satisfaction of the employees. The study 9is based on the select category of employees working in Kazakh Universities focusing on scientific management Foundation. The authors have comprehend that the motivation practices, evaluation of performance must be implemented transparently with special focus on individual and career development of the employees. Authors have further concluded that there is a need for implementing the Strategic HRM practices for achieving the maximum satisfaction to the staff.

Kejriwal R et al.(2021)⁵⁵ have undertaken a primary data survey to analyze the importance of employee development and role of HR practices. Author has assumed about that HRM practices are needed in teaching based service organizations to bring and maintain good cordial Student and employee relations. Authors have further stated about the challenges and opportunities for the employees in teaching service and the role and importance of HR staff in smooth conduct of HRM activities.

⁵⁴ Kudaibergenov Z, Bilkassym A, Izatullayeva B, Agabekova G and Kopatayeva G(2021). Analysis fo Human Resources Mangement Institutions: A Study on Kazakh Universities. *Academy of Strategic Management Journal*.20(2S), 1-5.

⁵⁵ Kejriwal R, Upadhyaya A, Dua S(2021). Study on HRM practiced adopted by Educational Institutions. National Conference Volume on Achieving Business Excellence through Sustainability and Innovation. 5th January , 2019.

Nguyen D.P. et al.(2022)⁵⁶ have made extensive analysis on existing literature made in between 1966 to 2019 through applying Co-word analysis for ascertain the key aspects of HRM practices. The bibliometric analysis is followed under Co-word analysis to study the existing literature to explore new concepts and structures. The data is collected from Scopus data base. The authors have developed a thematic network of HRM in Higher Education. Some of the key dimensions presented in the network are curricula, e-learning, students, teaching, IT, resource allocation, motivation, personnel management and decision-making.

Akhtar et al.(2022)⁵⁷ have studied the implications of HRM practices with special focus on compensation. Authors have comprehend that the policy making of the institutions particularly on compensation is varying across the institutions in the country. The authors have found that the lack of proper compensation practices is influencing the employees' dissatisfaction on HRM practices. Further, the authors have also comprehend that, lack of proper justification on performance based compensation resulting into dissatisfaction among the faculty members.

Yadav et al.(2022)⁵⁸ have made a joint contribution to evaluate the relationship between HRM practices and organizational performance. Study is

⁵⁶ Nguyen D., Phan L., Xuan Ho, Nhat-Hanh Le A(2022). Human Resource Mangement practices in Higher Education: a Literature review using CO-word Analysis. *International Journal of Management in Educaiton*.16(1), 40-61.

⁵⁷ Akhtar N., Javed F, Ramzan S(2022). Implementation of HRM practices in Higher Education Institutions of Pakistan: Investigating Rhetoric and Authenticity through a Case Study.*Pakistan Social Sciences Review*.6(2), 1-15.

⁵⁸ Yadav M, Bhaskar S and Upadhyay Y(2022). Impact of HRM practices on Employee Engagement and Employee Performance with special reference to Academicians and Work Professionals. *Pacific Business Review*. 15(2), 104-115.

based on 281 respondents and a sample study is organized to analyze the dimensions of HRM practices such as Training, R&D and performance appraisal. Further, the inter correlation is observed in between emoluments, opportunity, preservation, Training, R&D, Performance appraisal and Enthusiasm. Results statistically evinced significant and positive relationship been scrutinized among the variables.

Pandi J(2022)⁵⁹ has assumed about the present education system require transformation with special focus on systematizing the existing HRM practices. Author has assumed the need for developing professionalism in HR systems to match the requirements of the modern education system. Authors have further stated the higher educational institutions in India have been suffered from COVID-19 and this phenomenon has brought transformation in the education system from manmade learning to system made learning and the requirement and necessity of large size of manpower has decreased. The human resources, i.e., faculty and teachers who have worth are only getting the survival due to less demand for the teaching community in the higher educational institutions. Author has narrated drawn insights on requirement for developing and retaining the talented workforce through systematizing the HRM practices.

⁵⁹ Jai Mohan Pandit(2022). Indian Universities need Professional Human Resources Systems. *Hindu Business Line article* cited from <https://www.thehindubusinessline.com/opinion/indian-universities-need-professional-human-resources-systems/article65360001.ece>

Yang C, Yasmin F(2022)⁶⁰ have conducted a sample study on 296 people working in select educational institutions in China. The study is based on analyzing the Interdependence between High Performance Human Resource Practices (HPHRPs) and PJ fit(Person Job fit) and PO fit(Person Organization fit). Authors have solicited SEM analysis to visualize the influence of these variables. And intervening variables , i.e., Values, job goals, stress and developing intentions.

Devi K.S(2023)⁶¹ have studied the functions of HRM practices such as selection, training and development, performance management and retention practices. Each function is compared with its efficiency in brining satisfaction to the employees. The statistical study made on sample survey clearly revealed that the HRM functions are correlating with the job satisfaction, hence the authors have concluded that the efficiency in HRM practices help the organization to make the employees satisfied about their job.

Sukardi et al.(2023)⁶² have analyzed the HRM practices and its significance on satisfaction of employees in select Higher Educational institutions. The study compared the interrelationship among the HRM dimensions and job satisfaction

⁶⁰ Yang Cunbo, Yasmin Fakhra. Effects of high-performance human resource practices in the education sector: The mediational model. *Frontiers in Psychology*, 13(2), 1-8.

⁶¹ Devi K.S(2023). Human Resource Management Practices and its impact on Job Satisfaction among Employees in Higher Education Sector.*South Asian Law Review Journal*, 9(3), 1-16.

⁶² Sukardi, Djumarno, Herminingsih, A., Kasmir, Widayati, C. C., and Zairil. 2023. The Effect of Green Human Resource Management (GHRM) Practices on the Competitiveness of Higher Education Mediated by Knowledge Management. *Jurnal Aplikasi Manajemen*, 21(2), 377-392.

among the teaching and non teaching staff. Study is based on a sample size of 400 respondents. The respondents are executed from Government and Private sector institutions in equal proportion. Study statistically evinced that the HRM practices such as training and development, Recruitment and selection and appraisal of employees are statistically found significant on job satisfaction among the teaching and non teaching staff from Government and Private institutions.

Based on the extensive analysis of literature survey it is scrutinized that majority of the studies were concentrated on analysing the implementation of HRM practices with special focus on Training and development, performance appraisal and retention of the employees in educational studies. Based on the gaps observed in the existing studies, the research problem is developed to cover the less covered research areas related to HRM policies and practices with special reference to higher education sector.

1.11 Research Gap

The thorough review of existing literature clearly divulge that, majority of the studies were concentrated on HRM practices in general and its implementation in various industry and services sector. Particularly the studies pertaining to HRM polices and practices in Higher Education sector are comparatively less. Further, the studies also clearly divulge that, there is no comprehensive study is made linking HRM polices and practices with Employee Commitment to Organization(Higher Educational Institution) to the organization. Hence, the research fulfils the gaps existing in the previous studies.

1.12 Research Problem

The broad research problem of the study is to critically examine the HRM policies and practices in Higher Education sector with special reference to comparative study on Mathura and Gwalior regions. The broad research problem is divided into following sub research problems?

- a) Do HRM practices across the higher educational institutions are similar?
- b) Is there a significant difference in the implementation of procurement of Faculty members across departments?
- c) Is there a difference in the HRM practices pertaining to development practices in various divisions?
- d) Do HRM practices influence Faculty members commitment towards the Higher Educational Institution?

1.13 Scope of the Study

Human Resource Management is one of the core areas of business having wide dimensions and relationships focalizing the functions of Human resources. The present study aims at studying various factors, which influence HR practices broadly. For the research study, the respondents are the faculty members who are core part of the study. The management refers to the college management including members of educational societies which include chairman, board of directors, Secretary & Correspondents, Principals, and Administrative Officers etc. Research sample frame covers two select regions of Madhya Pradesh state. These include select higher education sector in Mathura and Gwalior Region.

1.14 Objectives of the Study

The broad core research issue of the study is to realize the Human Resource Management policies and practices in Higher Educational sector with special reference to Mathura and Gwalior regions. Based on the broad objective of research, the following sub research objectives are framed.

1. To analyze the Higher Education Sector in Madhya Pradesh State and profile of higher educational institutions in Mathura and Gwalior regions.
2. To study the manpower planning and procurement of human resources in select regions.
3. To determine the respondents' perception on HRD practices of Human resources in select regions.
4. To present the Perspicacity of the faculty respondents on Development and maintenance of Human Resources in select regions.
5. To visualize the impact of HRM policies and practices on Employee Commitment to Organization(Higher Educational Institution) in select regions.

Further, the study presents the findings and suggestions based on the field study results.

1.15 Period of the Study

The research study concentrates on HRM policies and practices of higher educational institutions based on the secondary sources of data obtained from the period 2018-2023. Source of Primary data collected from the faculty respondents is made between August, 2022 to January, 2023.

1.16 Sources of Data

The present research compose foundation from primary and secondary sources of data. Primary Source of information is possessed from the faculty members through a questionnaire working in select higher educational institutions functioning in Mathura and Gwalior regions. Secondary sources of information is possessed from Ministry of Higher Education, Government of Madhya Pradesh, AICTE reports, UGC reports, journals, news papers and net sources.

1.17 Methodology

Framework of research including the techniques, setting of sample study, hypothesis, reliability results are presented here.

A. Techniques of Data Collection

The primary information is possessed through a questionnaire. Questionnaire consisting of factual data, perceptions, likert scale questions and open ended questions. To analyze the data collected from primary sources of data, Statistical techniques including mean, Standard Deviation, Standard Error of mean, Unpaired Two Sample Group t-test, ANOVA, Correlation and Regression techniques are solicited.

B. Sample Size of the Study

The research study is based on a sample size of 436 respondents. These 436 respondents are drawn at equal proportionate from Mathura region and Gwalior region representing 218 respondents from each region.

C. Sampling Method

“Multi-stage purposive sampling” is solicited for the sample selection. In the primary stage, select higher educational institutions are executed from each of the two regions, i.e., Mathura and Gwalior regions. From each region, select higher educational institutions are segregated as Pharmacy, Engineering and Management. From each category, the sample representatives, i.e., faculty members are executed from three select designations, i.e, Assistant Professor, Associate Professor and Professor Categories through purposive sampling method.

Table-1.1
Sample Distribution

Region Category		Department			Total
		Pharmacy	Engineering	MBA	
1.	Mathura	63	90	65	218
2.	Gwalior	43	85	90	218
Total		106	175	155	436

Source: Compiled from field survey

1.18 Proposed Hypothesis Statements

The below mentioned hypothesized statement statements are framed keeping in view of the research problem and research objectives.

H₀₁ Perceptual variation is not significant between demographic determinant and perception on Manpower planning.

H₀₂ Perceptual variation is not significant between demographic determinant and perception on procurement of faculty members

H₀₃ Perceptual variation of faculty members is not significant pertaining to Development of Human Resources in Mathura and Gwalior regions

H₀₄ Perceptual variation of the faculty members from Gwalior Region and

- Mathura region is not significant pertaining to compensation practices
- H₀₅ Perceptual variation of the faculty members from Gwalior Region and Mathura region is not significant pertaining to compensation practices.
- H₀₆ Perceptual variation among the faculty members from Mathura region and Gwalior region is not statistically significant pertaining to Employee retention practices.
- H₀₇ Perceptual variation among the faculty members from Mathura region and Gwalior region is not statistically significant pertaining to Motivation practices in Higher educational institutions.
- H₀₈ Perceptual variation among the faculty members from Mathura region and Gwalior region is not statistically significant pertaining to Integration practices in Higher educational institutions.
- H₀₉ Perceptual variation of Respondents from Mathura and Gwalior region on Affective Commitment is not significant.
- H₁₀ Perceptual variation of Respondents from Mathura and Gwalior region on Continuous Commitment is not significant.
- H₁₁ Perceptual variation of Respondents from Mathura and Gwalior region on Normative Commitment is not significant.
- H₁₂ Relationship between HRM practices and Organizational Commitment was not significant.
- H₁₃ Impact of dimensions of HRM Practices on Organizational Commitment was not statistically Significant.
- H₁₄ Relationship between HRM practices and Organizational Commitment was not significant.

1.19 Results of Reliability and Validity

With an objective to assess the internal consistency and validity between the questionnaire variables, an attempt was made to assess the reliability and validity scores. Results are shown in table-1.2.

The questionnaire was distributed a sum of 436 respondents from the two select regions representing 218 respondents from each region. The Reliability test was solicited to total 108 questions framed for the survey. Results show the quantified Cronbach's measure for total 108 variables and a sample size of 436 respondents is 0.706. Results brace the worth of the sample instruments including variables used in the questionnaire fulfills the internal consistency determined as "Good". Table-1.2 witness the consolidated results.

Table-1.2

Results of Reliability and Validity

Details		N	%
Summary of Respondents	Variables considered	436	100.0
	Variables excluded	0	.0
	Total	436	100.0
Reliability Score			
Cronbach's measure		Total variables	
.706		108	

Source: Field Data

The convergence validity show positive correlation as quantified r value is in the limits of 0.286 to 0.474 and statistically found significant at 1% threshold limit.

1.20 Chapter Design

Based on the research objectives formulated, the research study is divided into 6 chapters. Chapter wise description is presented below.

Chapter-I is titled as “**Introduction**”. The chapter presents the conceptual overview of HRM policies and practices, HR practices in the Contemporary World, Importance of HRM Policies, purpose of HRM Policies in Education Sector, significance of HRM functions in Education Sector, need for HRM Policies in Education Sector and issues of HRM policies in Higher Education Sector, literature, research problem, objectives and detailed methodology.

Chapter-II is titled as “**Overview of Higher Education in Mathura and Gwalior Regions**”. The chapter presents the overview of Higher Educational Institutions functioning in Madhya Pradesh and Uttar Pradesh States in general and in particular to Gwalior region and Mathura region in specific. The state wise number of universities functioning in various categories, and district wise category of institutions are presented here.

Chapter –III is titled as **Manpower Planning and Procurement of Human Resources – A Comparative Study**. The chapter presents the manpower planning and procurement practices made by select higher educational institutions in the select regions and the Perspicacity of the faculty respondents on manpower planning and procurement of faculty members in the select higher educational institutions.

Chapter-IV is titled as “**HRD practices in Higher Educational Institutions – A Comparative Study**”. The chapter presents the perceptions of the faculty respondents on HRD practices in the select higher educational institutions.

Chapter-V is titled as “**Maintenance of Human Resources – A Comparative Study**”. The chapter presents the perceptions of the faculty respondents on maintenance function and integration function in the select higher educational institutions.

Chapter-VI is titled as “**Impact of HRM practices and Policies on Organizational Commitment**”. The chapter presents the detailed study on organizational Commitment and the perceptions of the Faculty members from two select regions on three select dimensions of Organizational Commitment. Further, the impact analysis is to ascertain the statistical impact of HRM policies and Practices on Organizational Commitment.

Chapter-VII is titled as **Conclusions and Suggestions**. Chapter wise key observations, valid conclusions are made in the chapter. Further, the suggestions are recommended for the strengthening of HRM policies and practices for better Employee Commitment to Organization(Higher Educational Institution) towards the Higher Educational institutions.

Chapter-II

**OVERVIEW OF HIGHER EDUCATION IN
MATHURA AND GWALIOR REGION**

Chapter-II

OVERVIEW OF HIGHER EDUCATION IN MATHURA AND GWALIOR REGIONS

The chapter presents the overview of Higher Educational Institutions functioning in Madhya Pradesh and Uttar Pradesh States in general and in particular to Gwalior region and Mathura region in specific. The state wise number of universities functioning in various categories, and district wise category of institutions are presented here.

2.1 Growth of Education in Madhya Pradesh State

The research study concentrates on both Gwalior region and Mathura region. Hence, the research study focuses on brief study on analysis on growth of Education in Madhya Pradesh State where the Gwalior district is situated and the Uttar Pradesh state where the Mathura district is situated.

Table-2.1 presents the growth of number of universities contributing to the education growth in the state of Madhya Pradesh state. The results show right from inception of first university in the state of Madhya Pradesh state to 2020 period, the growth of universities are presented in four phases.

Phase-I represent the period of 1940 to 1960 period. In this period, a sum of 2 universities have emerged in the state to provide the higher education to the people of Madhya Pradesh state. Between 1960 to 1980 is considered as Phase-II. In this phase, a sum of 5 universities have emerged in the state and the total

universities have increased into seven. Between 1980 to 2000 period, a sum of 7 new universities have emerged in the state.

The total number of universities have been increased to 14 universities. In between 2000 to 2020, a sum of 52 universities have emerged in the state. During the period, majority of the private universities have been given the status as Universities. The total number of universities thus increased to 66. Overall, the period between 2000 to 2020 was considered as the most growth achieved phase for the rise of universities and higher education in the state of Madhya Pradesh State.

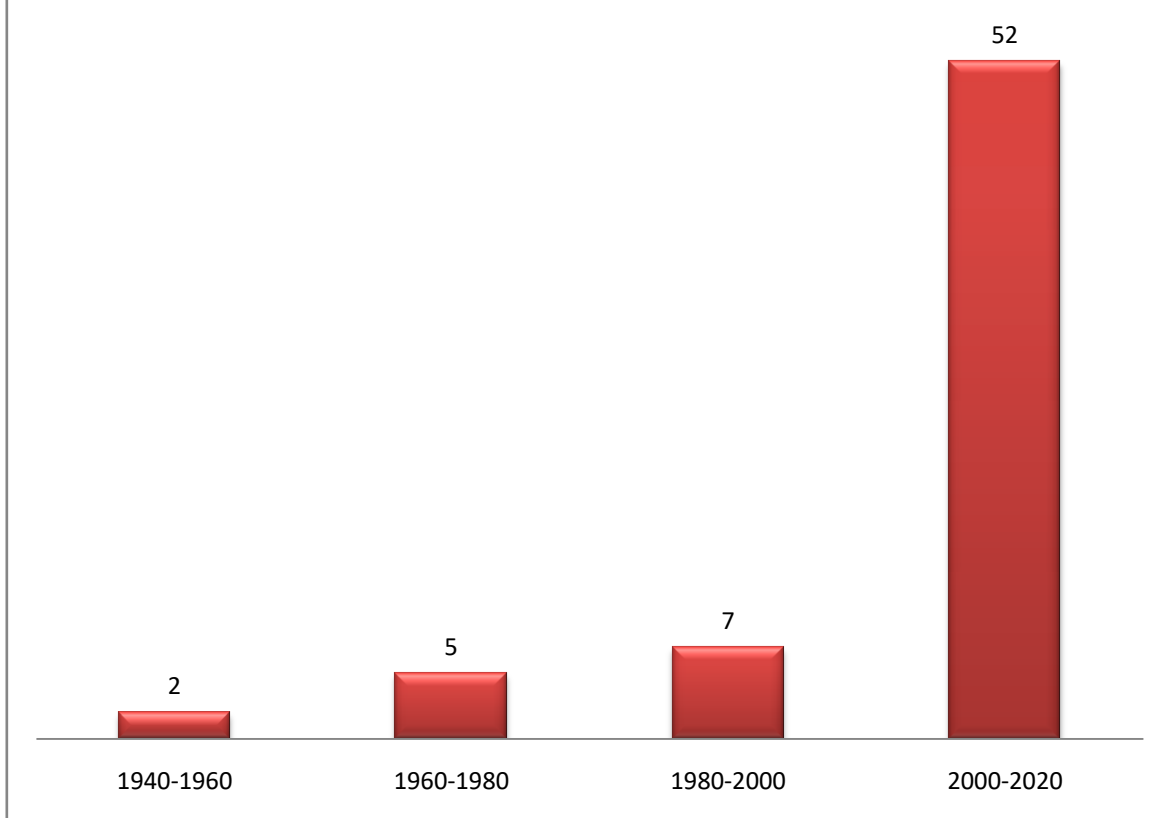
Table-2.1

Growth of Higher Education in Madhya Pradesh State

Sl.No.	Period	List of Universities	CF
1.	1940-1960	02	02
2.	1960-1980	05	07
3.	1980-2000	07	14
4.	2000-2020	52	66
	Total	66	

Source: UGC Reports as on 31st December, 2022

Figure-2.1: Growth of Universities in Madhya Pradesh State



2.2 Profile of Private Universities in Madhya Pradesh State

Madhya Pradesh state has been received the status as one of the few universities in India where the presence of private universities have been highest. In fact, the state represents the highest number of private universities in India. Table-2.2 presents the status of number of private universities which are been under operation in the state of Madhya Pradesh.

Before 2010 period, only one private university is been serving in the state and from the period 2010, there was a substantial increase in the number of universities. By the end of 2010, the total private universities have been increased

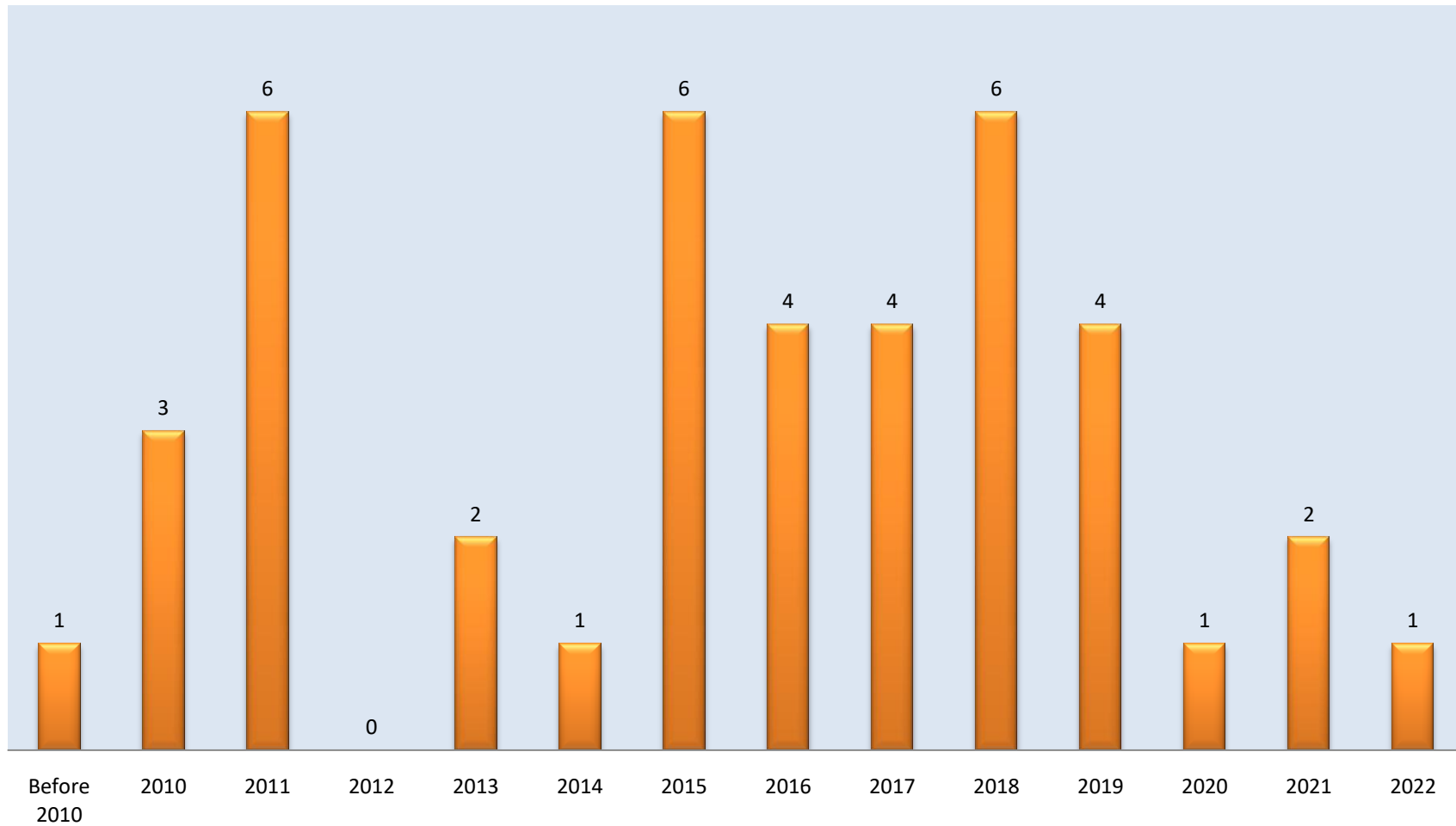
to 4 and by the end of 2020, the total number of universities have been increased to 41 universities. Year wise comparison manifest that, years 2011, 2015, 2018 were shown being the presence of higher number of new private universities. Only in the year 2012, there was no new establishment of private university.

Table-2.2
Growth of Private Universities in Madhya Pradesh State

Sl.No.	Period	Number of Universities	CF
1	Before 2010	1	1
2	2010	3	4
3	2011	6	10
4	2012	0	10
5	2013	2	12
6	2014	1	13
7	2015	6	19
8	2016	4	23
9	2017	4	27
10	2018	6	33
11	2019	4	37
12	2020	1	38
13	2021	2	40
14	2022	1	41
	Total	41 Universities	

Source: UGC reports, 2022-2023

Figure-2.2: Year wise growth of Universities in Madhya Pradesh State



2.3 Category of Universities in Madhya Pradesh State

The classification of universities functioning in the state of Madhya Pradesh state is presented here. The numbers of universities functioning in the state are 59 which are mainly dominated by Private universities.

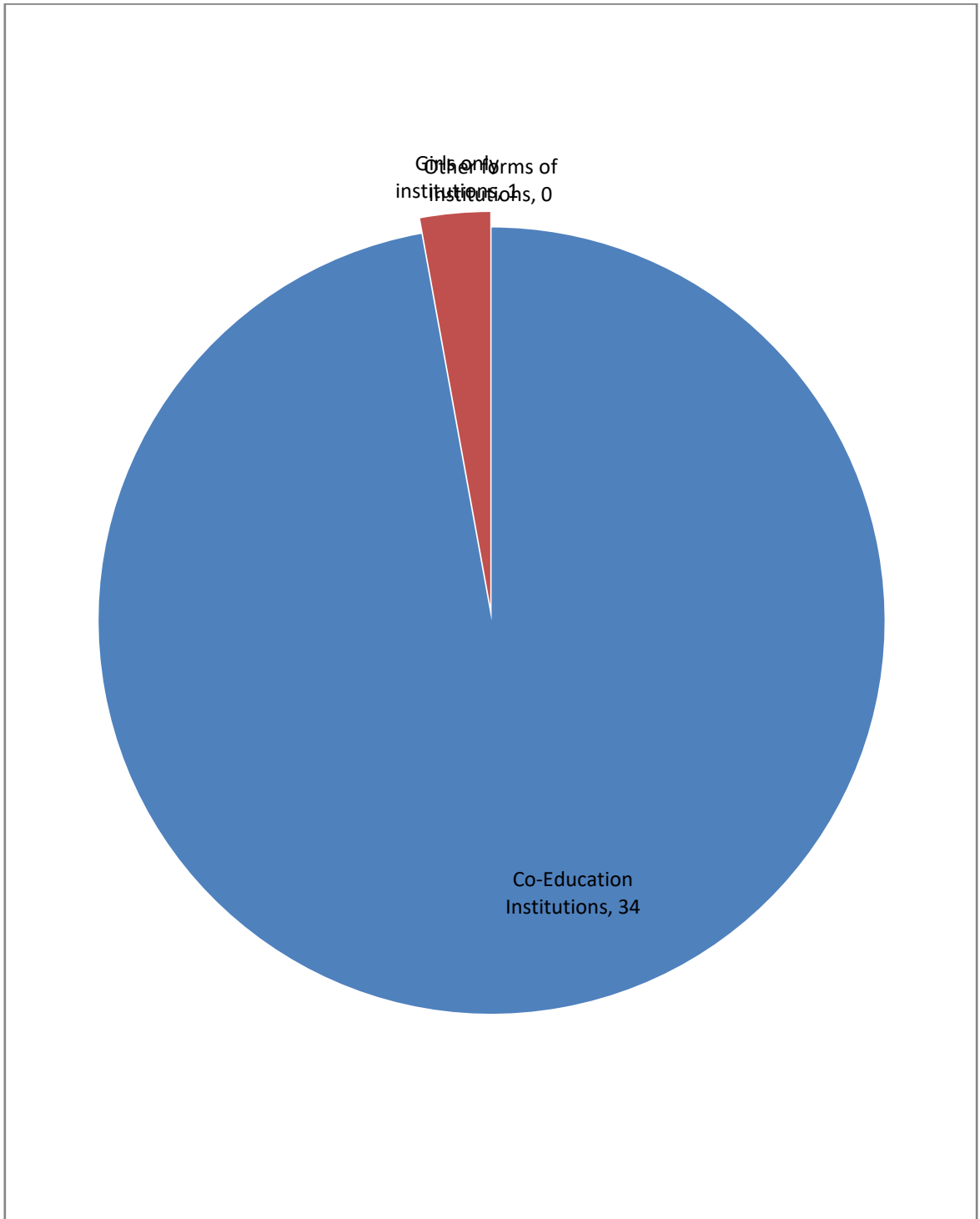
The number of private Universities functioning in the state is highest and it represents round to 69 percent. The proportion of State universities in teh state is 27.12 percent. Both Central and Deemed universities presence is round to 2 percent. In terms of number, private universities representation is 41 which is highest.

Table-2.3
Category of Universities in Madhya Pradesh State

Sl.No.	University Category	Number of Universities	Proportion
1.	Central University	01	1.69
2.	State University	16	27.12
4.	Deemed to be University	01	1.69
5.	Private University	41	69.49
	Total	59	100

Source: UGC Reports as on 31st December, 2022

Figure-2.3: Category of Universities in Madhya Pradesh State



2.4 Courses under Higher Education offered in Madhya Pradesh State

The Department of Higher Education, Government of Madhya Pradesh has been actively controlling the growth and development of Higher Education in the State. Through “MP Online Limited, a government portal from State Government, the department of Higher Education is governing the higher education sector. The following are some of the important measures adopted in Higher Education.

2.5 Study on E-Parvesh

From 2023-2024 academic year, the Department has brought a centralized admission control procedure through bringing a portal titled e-pravesh. Details are presented in table-2.4.

Through the portal, the admission procedures for the following courses are offered by the Department of Higher Education. The Ministry of Education through its dedicated portal referred e-Pravesh is filling the admissions for the undergraduate, post graduate, PG in Honours and Acharya courses.

The admission process for Under Graduate is filled in courses including B.A., B.Sc, B.Com, BA, LLB courses, where as in IN post Graduation, the courses MA, M.Sc, M.Com, LLM, B.Lib. Under PG Honours, the courses including LLB, LLB (Honours) are filled. Under Acharya , the courses including Shukla Yajurved, Navya Vyakaran, Falit Jyotish, Siddhant Jyotish and Sahitya courses.

Table-2.4**E-Parvesh Admissions under Ministry of Education, Madhya Pradesh**

Sl.No.	Course	Eligibility	Admissions offered in sub courses
1.	Under Graduate	Intermediate/10+2	1. B.A 2. B.Sc 3. B.Com 4. BA, LLB
2.	Post Graduate	Graduation	1. M.A. 2. M.Sc 3. M.Com 4. LLM 5. B.Lib
3.	Honours	Graduation	1. LLB 2. L.L.B(Honours)
4.	Acharya	Graduation	1.Shukla Yajurved 2. Navya Vyakaran 3.Falit Jyotish 4. Siddhant Jyotish 5. Sahitya

Source: Reports of Ministry of Education, Government of Madhya Pradesh

2.6 Profile of Gwalior Region

Gwalior is a district situated in Madhya Pradesh state. The geographic profile manifest that the district lies in between 25° 34' north and 26° 21' north latitude and 77° 40' east and 78° 54' in the north. The total area of the Gwalior district is about two thousand square meter area. The proportion of land surface comparing to the total state is only 1.1 percent.

The district has the historic evolution of being largest capital in Central India in between 1494 to 1956. The district is well known for the Gwalior fort which was constructed way back in 8th century AD by King Suraj Sen. The city was named as Gwalior and the city was well in the Indian history being the venue of war for free dom by Tata Tope and Rani of Jhansi.

Figure-2.4: Geographical Map of Gwalior Region

Map of District



2.7 Demographic Profile of Gwalior District

The statistics of the Gwalior district⁶³ was traced out from Census, 2011. The district has a total geographic area of 4560 Square Kilometre and among the total width 26.16 proportion of the area was covered with forest. The total population of the district is 20,32,036 among them 10,90,327 are male and 9,41,709 are female. The urban population represent 12,73,792 and rural population represent 7,58,244. As per the census reports, the literacy rate of the district is 76.65 percent and child population of the district is 2,61,418. The district has represented a population growth of 24.50 percent and the sex ratio per 100 are 864. The land area for cultivations suits to Masoor(lentil), Chana(chickpeas), Mustard, rice and wheat.

The district has 8 Tehsil, 6 Municipalities and 41 Police stations. The city was chosen as Smart City by Central Government. The major language spoke by the people is Hindi. The study on public utilities manifest that the district comprise 21 banks, 2 Hospitals, 6 Municipalities, 29 colleges/universities and 18 schools. The Organization chart of the district is presented below.

Figure-2.5: Organization chart of Gwalior District



⁶³ Data retrieved from <https://gwalior.nic.in/en/>

The Gwalior district is headed by the Honourable District Collector who is also referred as District Magistrate. All the department heads report to the District Collector. The District Collector is assisted by Additional Collector, CEO, Zilla Panchayat, Commissioner Nar Nigam, Tehsil, CEO, Janpad Panchayat and Chief Municipal Officer, Nagar Parishad.

2.8 Higher Education Sector in Gwalior region

The data retrieved from M.P Higher Education Portal for the academic year 2023-2024, the following is the statistical information about the higher educational institutions functioning in the district.

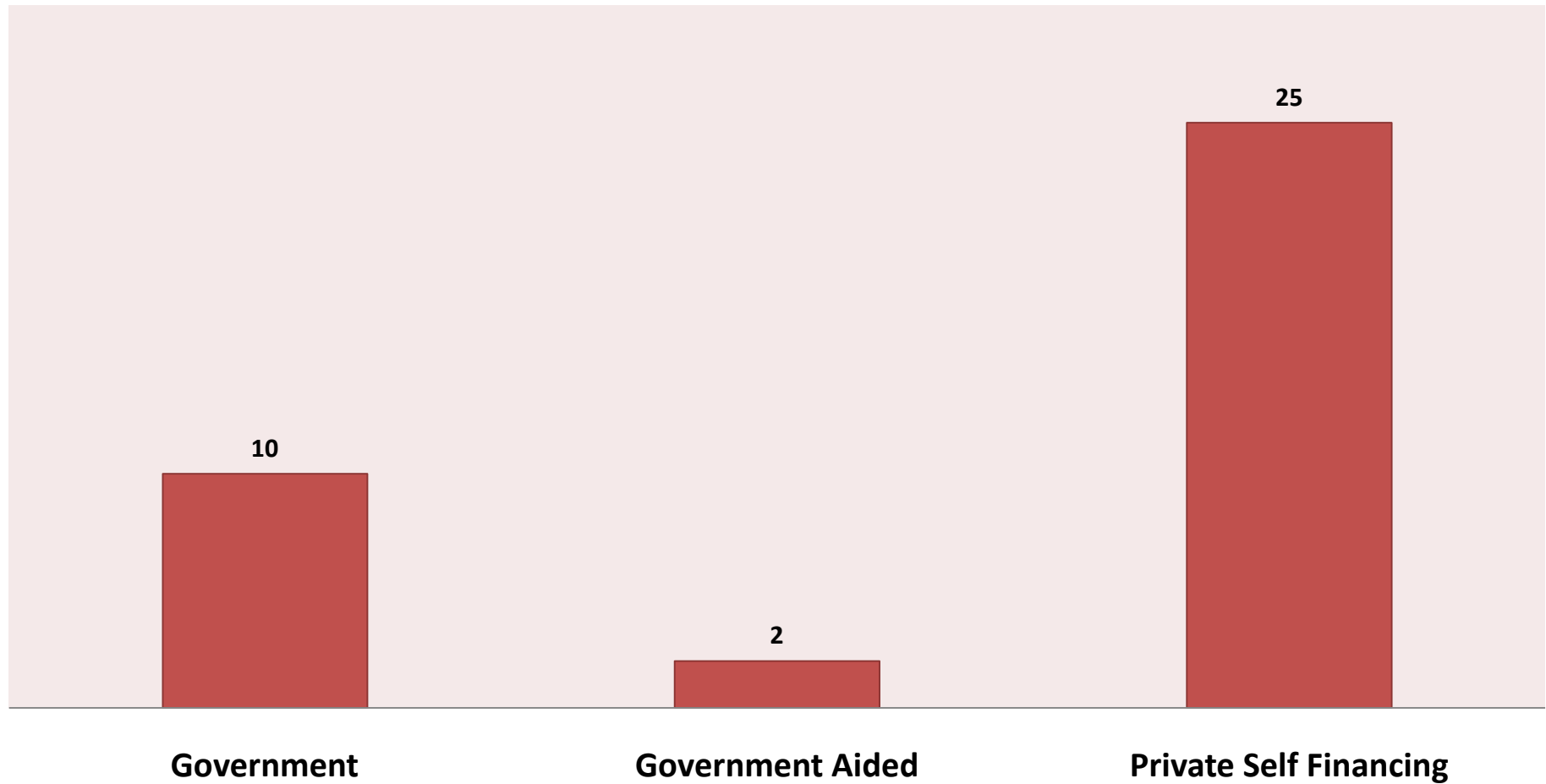
Table-2.5
Higher Educational Institutions functioning in Gwalior District

Sl.	Institution Type	Number
1.	Government	10
2.	Government Aided	02
3.	Private Self Financing	25
	Total institutions	37

Source: AICTE reports, 2022-2023

Among the total institutions functioning in Gwalior District, a sum of 4 institutions are functioning as Minority institutions and one institution is working as Women institution.

Figure-2.6: Number of Higher Educational Institutions in Gwalior District



2.9 Institution wise classification in Gwalior Region

The institution based classification is made as per the AICTE records for the academic year 2023-2024. As per the latest reports, the co education institutions are highest in the Gwalior region. They represent round to 72 percent of total institutions functioning in the Gwalior region. Whereas 5 institutions are registered as Girls only institutions. They represent around 8 percent. The other forms of institutions represent 20 percent. Overall, among the total 65 institutions functioning in Gwalior region, the proportion of Co-educational institutions is highest.

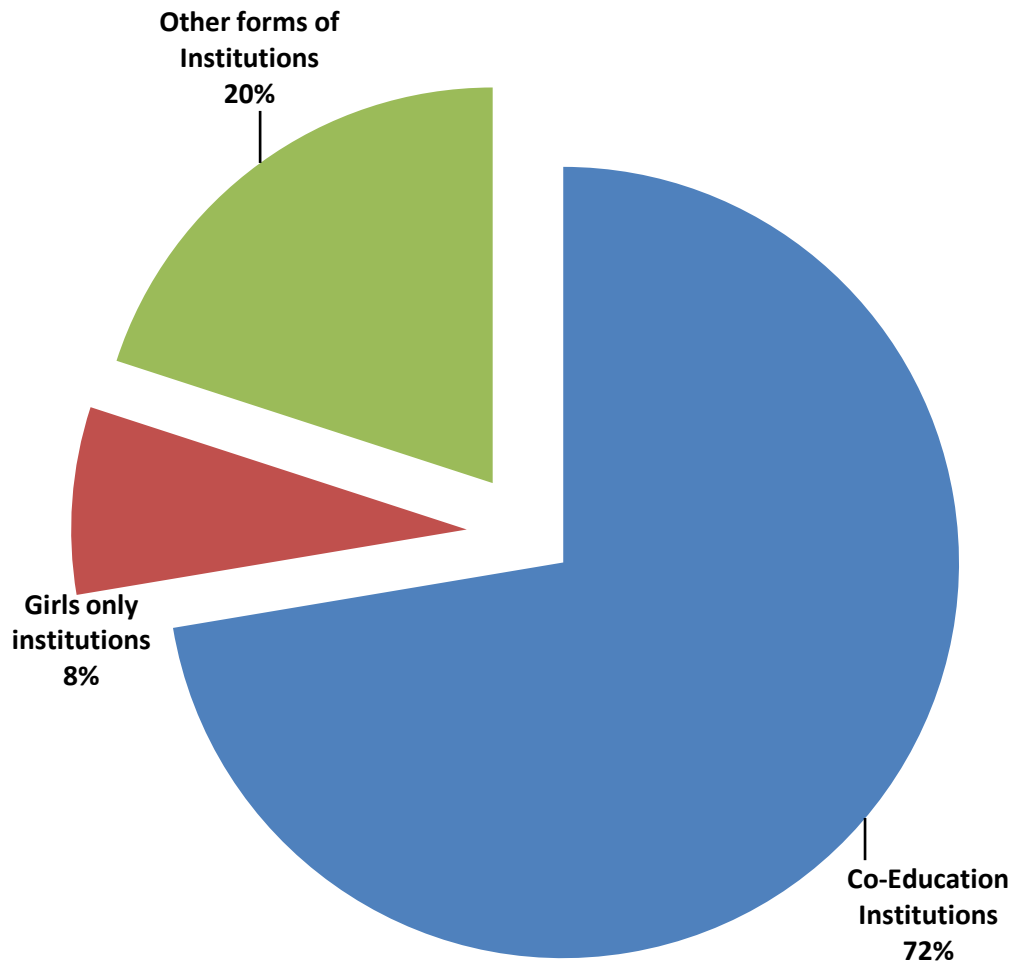
Table-2.6

Institution wise classification in Gwalior Region

Sl.No.	Category of Institution	Number of Institutions	Proportion of Institutions
1.	Co-Education Institutions	47	72.37
2.	Girls only institutions	05	07.65
3.	Other forms of Institutions	13	20.00
	Total	65	100.00

Source: AICTE reports, 2022-2023

Figure-2.7: Institution wise classification in Gwalior Region



2.10 Brief study on Education Profile in Uttar Pradesh State

The Mathura region which is one of the sample frames of the study is a district in Uttar Pradesh state. Hence, an attempt is made to review the number of universities functioning in the state. Results shown in table-2.7. From the table, it is to infer from the display of results that around 7 proportion of the universities are Central Universities, round to 43 proportion of the universities are State Universities, around 11 percent are Deemed to be Universities and 39 percent are Private Universities.

Overall, among the total universities functioning in the Uttar Pradesh state, round to 39 percent are Private universities, 43 percent are State Universities.

Table-2.7

Universities functioning in Uttar Pradesh State

Sl.No.	University Category	Number of Universities	Ratio
1.	Central University	06	7.32
2.	State University	35	42.68
4.	Deemed to be University	09	10.97
5.	Private University	32	39.02
	Total	82	100.00

Source: UGC reports, 2022-2023

2.11 Profile of Mathura Region

Mathura region is situated in Mathura District an ancient place of worship situated in Uttar Pradesh State. The place is well regarded as the birth place of Lord Krishna situated in Uttar Pradesh state situated in North India. Mathura, being one of the ancient places in India having historic back drop right from Ramayana to Bhagavat.

According to Archaeological survey of India, Mathura was earlier referred as Madhuvan, later Madhupura and after wards the place is referred as Mathura.

The Mathura was been considered as the capital of Susena Kingdom formed in the 6th Century BC. The city was lead by many kings. Maurya empire ruled this city followed by Indo-Greeks, Kushans. During the rule of Muslim, the city was destroyed by Mahmud of Ghazni in 1018 CE and also the destruction was made by Skiander Lodi who is also referred as “Buutt Shikan” and “Destroyer of Hindu Deities”.

Yamuna has well accorded history of over 2500 years. The district was geographically situated on the banks of the Yamuna River. The name of the district was well mentioned in Ramayana and Mahabharat. It was been regarded that, the district was situated around 400 A.D. by Kushal and later in 1018-19 AD, Aurangzeb ravaged the city. The Vrindavan is referred as twin city of Mathura.

Figure-2.8: Geographical map of Mathura District

Map of District



2.12 Demographic Profile of the District

The district is regarded as one of the well structured and planned cities right from Ancestors. The district is governed by 5 Tehsils, 10 blocks, 15 Nagar Nigam/Nagar Palika.Nagar Panchayat, 22 police stations and 504 Gram Panchayat. The Tehsils include Mathura, Mahavan, Chhata, Mant and Goverdhan. The district has 761 people per square kilometres density.

The Mathura city is located around 50 KM in the north region of Agra city and 145 kilometre South-East Delhi. Vrindavan town was 145 km distant from South East Delhi.

The total land surface of the district is 3340 Square Kilometre with Hindi being as mother language. The district maintains the total population of 25,47,184 and 13,67,125 female and 11,80,059 female. The total Gram Panchayats in the district . The total population of the Mathura region as per census, 2011 is 25,47,184. The district is situated in a total area of 3340 square kilo metre and 763 people square kilometre population density. The total net sown area of the district is 266 per 1000 hectares. The male literacy rate is 82 percent and female literacy rate is 56.9 percent. The total literacy rate in the district is 70.4 percent.

The services provided in the district manifest that, a sum of 8 banks are situated in the district with 1 Electricity, 15 Municipalities, 6 Schools, 6 Colleges/Universities, 5 Hospitals and 1 Postal facility.

2.13 Higher Educational Institutions functioning in Mathura District

An attempt is made to review the number of institutions functioning in the Mathura district. A sum of 32 institutions are functioning as private self financing institutions, 2 institutions are functioning as Government aided and one institution is functioning as Government higher educational institution. Overall 35 institutions are functioning in the Mathura district of Uttar Pradesh state.

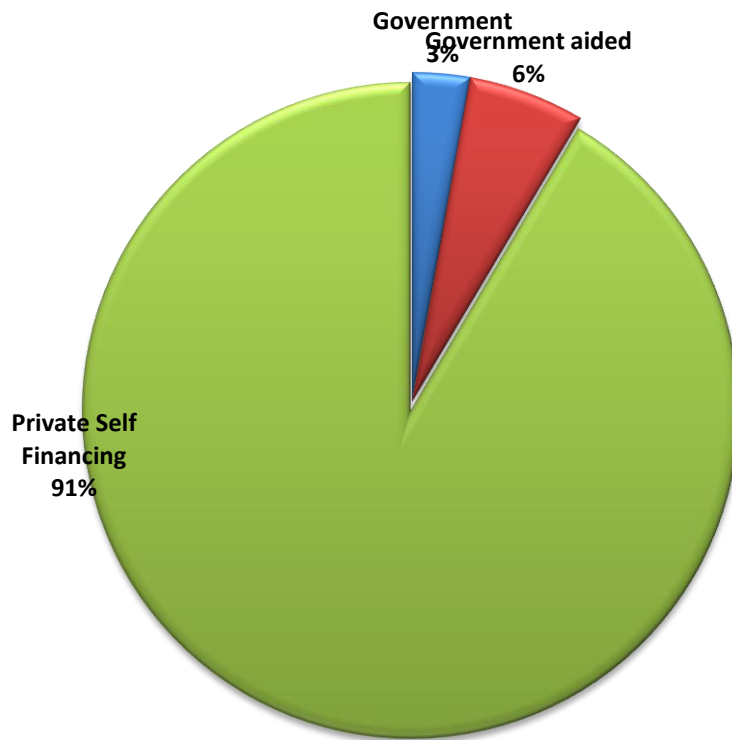
Table-2.8

Higher Educational institutions in Mathura District

Sl.	Institution Type	Number of Institutions	Ratio
1.	Government	01	2.81
2.	Government aided	02	5.71
3.	Private Self Financing	32	91.42
	Total institutions	35	100.00

Source: AICTE reports, 2022-2023

Figure-2.9: Proportion of Institutions in Mathura District



2.14 Profile of Educational Institutions in Mathura District

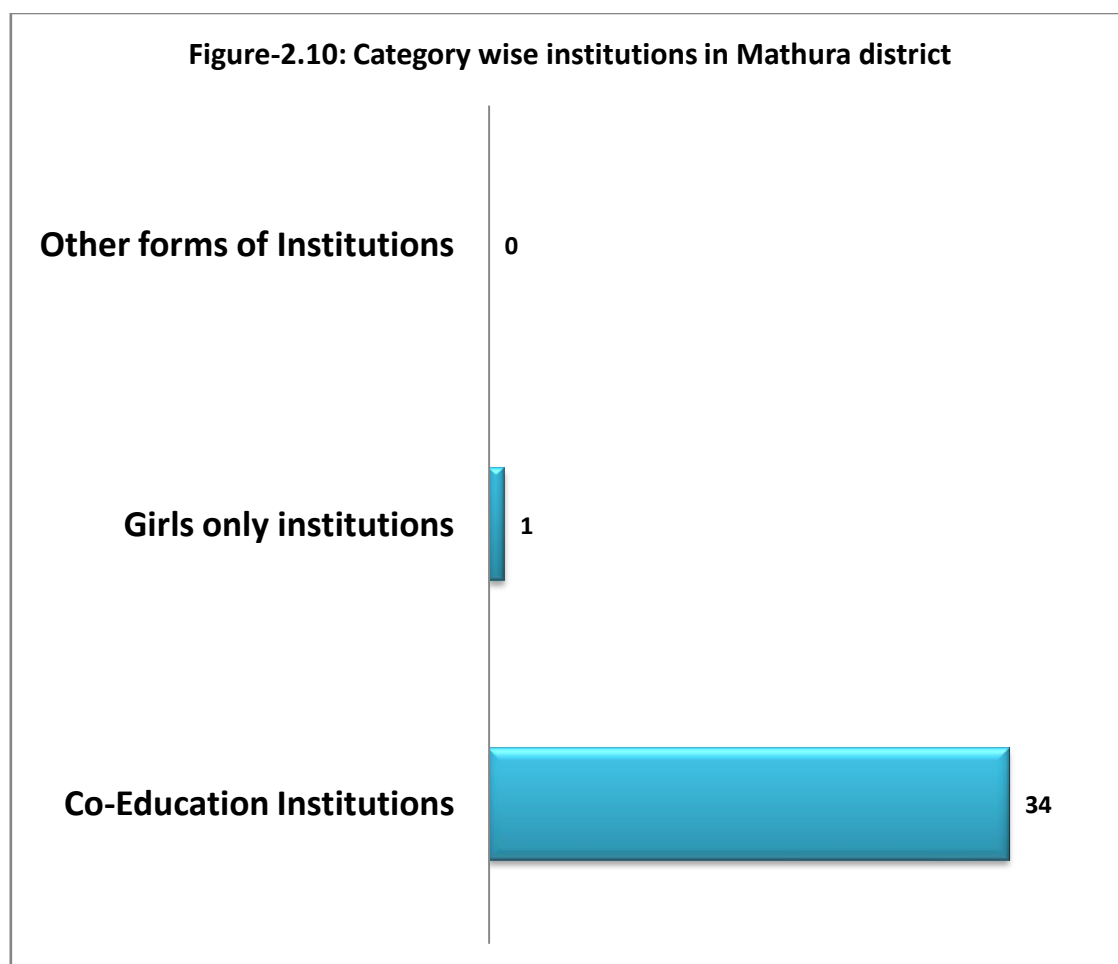
The institutions are classified on the basis of co education and Girls only institutions. Results manifest that, 34 institutions out of 35 institutions, i.e., 97 percent of institutions are functioning as co education institutions and only one institution, i.e., 3 proportion of the institutions are functioning as Girls only institutions and other form of institutions are zero percent. Overall, the district is lead by majority of the co educational institutions.

Table-2.9

Category wise number of Institutions in Mathura District

Sl.No.	Category of Institution	Number of Institutions
1.	Co-Education Institutions	34
2.	Girls only institutions	01
3.O	Other forms of Institutions	00
	Total	35

Source: AICTE reports, 2022-2023



Chapter-III

MANPOWER PLANNING AND PROCUREMENT OF HUMAN RESOURCES – A COMPARATIVE STUDY

Chapter-III

MANPOWER PLANNING AND PROCUREMENT OF HUMAN RESOURCES – A COMPARATIVE STUDY

The chapter presents the manpower planning and procurement practices made by select higher educational institutions in the select regions and the Perspicacity of the faculty respondents on manpower planning and procurement of faculty members in the select higher educational institutions.

3.1 Age classification of Respondents

Table-3.1 presents the age wise distribution of Sample Respondents. Results manifest that, from Mathura region, majority of the faculty respondents are in the segment of less than 30 years age group. They represent round to 39 percent followed by the age group of 30-40 years with 25 percent. From Gwalior region, round to 48 proportion of the faculty respondents are in the segment of less than 30 years age group and 22 proportion of the faculty respondents are in the age group of 30-40 years. Overall summary of analysis witness that ,round to 44 proportion of the faculty respondents are in the group of less than 30 years, 23 proportion of the faculty respondents are in the age group of 30-40 years. Round to 10 proportion of the faculty respondents are in the age group of 50-60 years and 13 percent are in the age group of 60 years and above.

The Pearson Association test is executed to realize the results of hypotheses statement.

H01: There is no remarkable Interdependence between Faculty region and age category of the faculty respondents.

At 4 interdependence variables(Df) and for a sample size of 436 respondents, the quantified P-utility is $0.049 < \alpha(\text{sig})$ level at 5 % significance. Results brace the repudiation of null. Hence, it is statistically concluded that, There is remarkable Interdependence between Faculty region and age category of the faculty respondents.

Table-3.1
Age wise distribution

Region Category			Age category					Total
			Less than 30 years	30-40 years	40-50 years	50-60 years	60 years and above	
1.	Mathura	f	86	54	29	25	24	218
		(%)	39.4%	24.8%	13.3%	11.5%	11.0%	100.0%
2.	Gwalior	f	105	47	13	22	31	218
		(%)	48.2%	21.6%	6.0%	10.1%	14.2%	100.0%
Total		f	191	101	42	47	55	436
		(%)	43.8%	23.2%	9.6%	10.8%	12.6%	100.0%
χ^2 –Test outcome								
			Value	U	Asymp. p-val (2-sided)			
χ^2 quantified			9.553 ^a	4	.049			
N(Total Sample)			436					

Inception: Field facts

3.2 Educational Qualification of Respondents

The faculty members are interviewed to analyze the educational qualification possessed by them. Among the total 436 sample respondents working in Mathura and Gwalior region, the respondents qualification are assessed and divided into 3 categories. These are Post Graduate (PG), Master of Philosophy (M.Phil), Doctorate of Philosophy(Ph.D).

Region wise responses recorded manifest that, round to 64 proportion of the faculty members working in Mathura region have PG qualification and 21 proportion of the faculty respondents possess M.Phil qualification and 15 proportion of the faculty respondents possess Ph.D qualification.

From Gwalior region, it is to understand that, round to 60 proportion of the faculty members working in Gwalior region have PG qualification and 21 proportion of the faculty respondents possess M.Phil qualification and 19 proportion of the faculty respondents possess Ph.D qualification.

Overall comparison of qualification manifest that, 62 proportion of the total sample respondents possess Post Graduation qualification, 21 percent possess M.Phil Qualification and 17 percent possess Ph.D Qualification.

Table-3.2
Education wise Distribution

Region Category			Education Qualification			Total
			Post Graduation (PG)	Master of Philosophy (M.Phil)	Doctorate of Philosophy (Ph.D)	
1.	Mathura	f	140	45	33	218
		(%)	64.2%	20.6%	15.1%	100.0%
2.	Gwalior	f	130	46	42	218
		(%)	59.6%	21.1%	19.3%	100.0%
Total		f	270	91	75	436
		(%)	61.9%	20.9%	17.2%	100.0%
χ^2 –Test outcome						
		Value	U	Asymp. p-val (2-sided)		
χ^2 quantified		1.461 ^a	2	.482		
N(Total Sample)		436				

Inception: Field facts

The Pearson Association test is executed to realize the results of hypotheses statement.

H_{01a}: There is no remarkable Interdependence between Faculty region and Educational qualification of the faculty respondents.

At 2 interdependence variables(Df) and for a sample size of 436 respondents, the quantified P-utility is $0.482 > \alpha(\text{sig})$ level at 5 % significance. Results brace the affirmation of null hypothesis. Hence, it is statistically concluded that, there is no remarkable Interdependence between Faculty region and educational qualification of the faculty respondents.

3.3 Designation of Sample Respondents

The research study is based on the faculty members; hence, with a view to analyze the designation held by the sample representatives, an attempt is made to review the designation.

Table-3.3
Designation wise Distribution

Region Category			Designation			Total
			Assistant Professor	Associate Professor	Professor	
1.	Mathura	f	142	60	16	218
		(%)	65.1%	27.5%	7.3%	100.0%
2.	Gwalior	f	132	60	26	218
		(%)	60.6%	27.5%	11.9%	100.0%
Total		f	274	120	42	436
		(%)	62.8%	27.5%	9.6%	100.0%
χ^2 -Test outcome						
		Value	U	Asymp. p-val (2-sided)		
χ^2 quantified		2.746 ^a	2	.253		
N(Total Sample)		436				

Inception: Field facts

Results manifest that, round to 65 proportion of the faculty respondents from Mathura region are working as Assistant Professor, 27 percent working as Associate professor and 7 percent working as Professor. From Gwalior region, 61 percent are working as Assistant Professor, 27 percent working as Associate Professor and 12 percent are working as Professor. Overall, 274 respondents representing about 63 percent re working as Assistant Professor, 27 percent working as Associate Professor and 10 percent are working as Professor.

With a view to visualize the significant Interdependence between Faculty region category and designation, χ^2 –Test is executed to realize the results of hypotheses.

H_{02a} : There is no remarkable Interdependence between Faculty region and Designation of the faculty respondents.

At 2 interdependence variables(Df) and for a sample size of 436 respondents, the quantified P-utility is $0.253 > \alpha(\text{sig})$ level at 5 % significance. Results brace the affirmation of null hypothesis. Hence, it is statistically concluded that, there is no remarkable Interdependence between Faculty region and designation of the faculty respondents.

3.4 Department wise Distribution of Respondents

The sample study focused on three select departments namely Pharmacy, Engineering and MBA. As majority of the higher educational institutions in the select regions, i.e., Mathura and Gwalior accommodated more number of Institutions offering in these three streams, the field study provide a base to understand the distribution of sample respondents based on Department wise classification.

From Mathura region, round to 29 proportion of the faculty respondents are executed from Pharmacy Department, 41 percent are executed from Engineering Department and round to 30 percent are executed from MBA department. From Gwalior region, round to 20 percent are executed from Pharmacy department, 39 percent are executed from Engineering Department and 41 percent are executed from MBA department. Overall, 24 proportion of the faculty respondents are executed from Pharmacy department, 40 percent are executed from Engineering Department and 36 proportion of the faculty respondents are executed from MBA department.

Results brace that majority of the faculty respondents are executed from Engineering Department.

To analyze the significant Interdependence between Respondents' region category and Department wise classification, Pearson Association test is executed to realize the results of hypotheses.

H_{03a}: Interdependence between Region wise category of respondents and Department wise classification is not significant.

Test outcome manifest that quantified χ^2 value is 7.949 at 2 interdependence variables(Df) and for a total sample of 436 respondents, the quantified P-utility is 0.019 and P-utility found lesser than α at 95% confidence interval. Hence, statistical results evinced that, Interdependence between Region wise category of respondents and Department wise classification is significant.

Table-3.4
Department wise Distribution

Region Category			Department			Total
			Pharmacy	Engineering	MBA	
1.	Mathura	f	63	90	65	218
		(%)	28.9%	41.3%	29.8%	100.0%
2.	Gwalior	f	43	85	90	218
		(%)	19.7%	39.0%	41.3%	100.0%
Total		f	106	175	155	436
		(%)	24.3%	40.1%	35.6%	100.0%
χ^2 –Test outcome						
		Value	U	Asymp. p-val (2-sided)		
χ^2 quantified		7.949 ^a	2	.019		
N(Total Sample)		436				

Inception: Field facts

3.5 Job type wise Distribution of Respondents

The faculty members drawn for the field study are working in various job categories. Since the sample frame comprise Mathura and Gwalior regions, majority of the institutions located are from Private Sector. Some institutions are executed from Autonomous and University funded. Results shown in table-3.5 manifest that, from Mathura region, 64 proportion of the respondents are working Regular mode, 20 percent are working Contractual mode and 16 percent are working Part-time/Guest Faculty mode. Where as, from Gwalior region, 60 percent are working Regular mode, 21 percent are working Contractual mode and 19 percent are working Part-time/Guest faculty mode. Consolidated result show a sum of 270 respondents are working in Regular mode, 20 percent are working in Contractual mode and 18 percent are working in Part-time/Guest Faculty mode.

Results conclude that majority of the sample representatives are working Regular mode at select higher educational institutions. To visualize the significant Interdependence between respondents' region category and job type of respondents, χ^2 –Test is executed to test the following null hypothesis.

H_{04a} : Interdependence between Faculty region category and Job Type category is not significant.

Test outcome manifest that, the quantified test statistic is 1.108 at 2 interdependence variables(Df) and 436 sample size. The calculated P-utility =0.575 > α =0.05 at 5% threshold limit. Hence, it is statistically prove that, Interdependence between Faculty region category and Job Type category is evieced as not significant.

Table-3.5
Job type wise Distribution

Region Category			jobtype			Total
			Regular	Contractual	Part-time/Guest Faculty	
1.	Mathura	f	140	43	35	218
		(%)	64.2%	19.7%	16.1%	100.0%
2.	Gwalior	f	130	46	42	218
		(%)	59.6%	21.1%	19.3%	100.0%
Total		f	270	89	77	436
		(%)	61.9%	20.4%	17.7%	100.0%
χ^2 –Test outcome						
		Value	U		Asymp. p-val (2-sided)	
χ^2 quantified		1.108 ^a	2		.575	
N(Total Sample)		436				

Inception: Field facts

3.6 Experience Analysis of Sample Respondents

The faculty members drawn for the field study possess experience mainly segmented into less than 10 years, 10 to 20 years and 20 years and above.

Region wise analysis is presented here.

From Mathura region, a sum of 140 respondents summing about 64 percent possess less than 10 years experience, 45 respondents representing about 21 percent possess 10 to 20 years experience, 33 respondents summing about 15 percent possess 20 years and above experience.

From Gwalior region, a sum of 130 respondents summing about 60 percent possess less than 10 years experience, 46 respondents representing about 21 percent possess 10 to 20 years experience, 42 respondents summing about 19 percent possess 20 years and above experience. Overall, the study conclude that, 270 respondents summing about 62 percent possess less than 10 years of experience, 91 respondents representing about 21 percent possess 10-20 years experience and 75 respondents representing about 17 percent possess 20 years and above experience.

χ^2 –Test outcome are included in the table to visualize the hypothesis statement, i.e.,

H06: there is no remarkable Interdependence between region wise sample respondents category and experience in number of years. At 5% confidence limit, 2 interdependence variables(Df) the asymptotic significance is 0.482 is greater that $\alpha = 0.05$. Results evinced the affirmation of null hypothesis. Hence, is statistically evinced that, there is no remarkable Interdependence between region wise sample respondents' category and experience in number of years.

Table-3.6
Experience in number of years

Region Category			Experience in number of years			Total
			Less than 10 years	10-20 years	20 years and above	
1.	Mathura	f	140	45	33	218
		(%)	64.2%	20.6%	15.1%	100.0%
2.	Gwalior	f	130	46	42	218
		(%)	59.6%	21.1%	19.3%	100.0%
Total		f	270	91	75	436
		(%)	61.9%	20.9%	17.2%	100.0%
χ^2 -Test outcome						
			Value	U	p-val	
χ^2 quantified			1.461 ^a	2	.482	
N(Total Sample)			436			

Inception: Field facts

3.7 Institution wise classification of Respondents

Faculty members drawn from Mathura and Gwalior region are found working in broadly two forms of higher educational institutions. These include Autonomous/University and Private unaided institutions. Region wise analysis is presented here.

From Mathura region, 88 respondents representing about 40 percent are working Autonomous/University category institution. And 130 respondents representing about 60 percent are executed from Private unaided institution.

From Gwalior region, 72 respondents representing about 33 percent are working Autonomous/University category institution. And 146 respondents representing about 67 percent are executed from Private unaided institution.

Overall, 160 respondents representing about 37 percent are working in Autonomous/University cadre institution and 276 respondents representing about 63 percent are working Private aided institution.

Fisher's Exact test is determined to compare the test outcome to determine the below mentioned hypothesized statement.

H_{05a} : There is no remarkable Interdependence between Region category of respondents and category of institution working by the sample representatives.

Table-3.7

Institution wise Distribution

Region Category			Institution		Total
			Autonomous /University	Private Unaided	
1.	Mathura	f	88	130	218
		(%)	40.4%	59.6%	100.0%
2.	Gwalior	f	72	146	218
		(%)	33.0%	67.0%	100.0%
Total		f	160	276	436
		(%)	36.7%	63.3%	100.0%
χ^2 –Test outcome					
	Value	U	Asymp. p-val (2-sided)	Exact p-val (2-sided)	Exact p-val (1-sided)
χ^2 quantified	2.528 ^a	1	.112		
Fisher's Exact Test				.136	.068
N	436				

Inception: Field facts

Fishers' Exact test outcome show P-utility quantified is 0.136 which is higher than $\alpha = 0.05$ (5% threshold limit). Results brace the affirmation of null hypothesis.

Hence, statistical results brace the affirmation of null hypothesis.

Therefore it is outlined that, there is no remarkable Interdependence between Region category of respondents and category of institution working by the sample representatives.

3.8 Marital Status of Respondents

Marital status of respondents are presented in table-3.8. Region wise analysis is presented here.

From Mathura region, 108 respondents representing about 49.5 percent are married. And 110 respondents representing about 50.5 percent are drawn are unmarried. From Gwalior region, 131 respondents representing about 60 percent are married. And 87 respondents representing about 40 percent are unmarried.

Overall, 239 respondents representing about 55 percent are married and 276 respondents representing about 63 percent are unmarried.

Fisher's Exact test is determined to compare the test outcome to determine the below mentioned hypothesized statement.

H_{06a} : There is no remarkable Interdependence between Region category of respondents and marital status of sample respondents.

Fishers' Exact test outcome show P-utility quantified is 0.034 which is lesser than $\alpha = 0.05$ (5% threshold limit). Results brace the repudiation of null hypothesis. Hence, statistical results brace the repudiation of null hypothesis. Therefore it is outlined that, there is a remarkable Interdependence between Region category of respondents and marital status of respondents.

Table-3.8**Marital Status wise Distribution**

Region Category			Marital Status		Total
			Married	Unmarried	
1.	Mathura	f	108	110	218
		(%)	49.5%	50.5%	100.0%
2.	Gwalior	f	131	87	218
		(%)	60.1%	39.9%	100.0%
Total		f	239	197	436
		(%)	54.8%	45.2%	100.0%
χ^2 -Test outcome					
	Value	U	Asymp. p-val (2-sided)	Exact p-val (2-sided)	Exact p-val (1-sided)
χ^2 quantified	4.899 ^a	1	.027		
Fisher's Exact Test				.034	.017
N	436				

Inception: Field facts

3.9 Perception of Faculty Respondents on Manpower planning of Human Resources in Higher Educational Institutions

Faculty respondents are surveyed with an objective to understand and evaluate the perception on manpower planning made by the respective higher educational institution. A sum of ten statement are framed to solicit the level of agreedness on a five point rating likert scale with a least score of 1 representing Strongly Disagree followed by 2 assigned as Disagree, 3 assigned as Neither Agree nor disagree, 4 assigned as Agree and 5 assigned as Strongly Agree.

Statement related weighted mean score is quantified and standard deviation is calculated for further extensive analysis. Statement related analysis is presented here.

With allusion to well formulated vision pertaining to manpower planning, majority of the faculty respondents, i.e., 44 proportion of the faculty respondents have rated 'neither agree nor disagree' appropriating that majority of the faculty respondents are neutral to the declaration on 'institution has well formulated vision for planning for faculty'.

Pertaining to declaration on brace of senior staff, 54 proportion of the faculty respondents have given agreed rating and this manifest that the respondents brace that the institution takes the brace of senior staff working in various department and respective Head of Department for manpower planning.

Pertaining to the declaration on strategic plan, it is recorded that, round to 45 proportion of the faculty respondents have rated agree which clearly divulge that, the respondents brace that the institution which they have been working for prepare strategic plan for assessment of the workforce.

With regard to workload analysis, round to 60.5 proportion of the faculty respondents have adjudged 'disagree' appropriating that the respondents have disagreement on assessment of work load analysis by the institution management and forecasting process of manpower planning for institution requirements.

With regard to planning for faculty as per norms, round to 60 proportion of the faculty respondents have adjudged 'disagree' which indicates that the

respondents are showing the disagreement to the approach of the management planning for the manpower as per the UGC/AICTE norms. The results further show evidence that the respondents are working with excess work load and the majority of the institutions are not following the norms which are set as per UGC/AICTE norms.

With regard to management action on faculty shortage, round to 46 proportion of the faculty respondents have adjudged 'disagree' appropriating that when faculty shortage arrive, the management take quick action to resolve the issue.

Pertaining to the declaration on forecasting internal and external supply of staff, the results manifest that, majority of the faculty respondents, i.e., 39 proportion of the faculty respondents have rated neutral appropriating the respondents neither agree nor disagree to the statement. Result braces the neutral status of the faculty respondents.

The statement related to assessment of faculty skills, it is distinguished that, round to 44 proportion of the faculty respondents have agreed which manifest that along with the brace of senior staff, the faculty skills expected are assessment before the vacancies for the faculty positions are filled.

With regard to management aligning manpower with institutions' mission, round to 63 proportion of the faculty respondents have disagreed. And for the declaration on time horizon, round to , 65 proportion of the faculty respondents

have disagreement appropriating that, respondents disagreed to the statement 'time horizons are followed effectively for manpower planning.

Overall mean score on manpower planning is quantified and show a value equivalent to 2.83. On a five point rating scale, the average mean score on manpower planning is less than 3 which gives the direction to conclude that majority of the faculty respondents have more disagreement on the manpower planning. It shows that, the norms followed in manpower planning is not convincing to the respondents. Mean wise comparison of statements divulge that, highest mean score equivalent to 3.30 is observed for the statement 'Institution takes the brace of senior staff and HODs for man power planning' revealing more brace of the faculty respondents to the statement.

Low value of mean equivalent to 2.38 is scrutinized in case of the statement 'Institution utilizes manpower as per the UGC/AICTE norms' revealing more disagreement in the view point of the faculty respondents. High SD value equivalent to 1.43 is scrutinized for the declaration on 'Institution plans work load analysis and expert forecasts while doing manpower planning.' Revealing higher disparity in the perception and least value of SD equivalent to 1.14 is scrutinized for the statement 'Institution has well formulated vision for planning for faculty' showing less variation in the Perspicacity of the faculty respondents.

Table-3.9**Manpower planning of Human Resources in Educational Institutions**

Sl.No.	Statement	1	2	3	4	5	Total	Mean	SD
1.	Institution has well formulated vision for planning for faculty	59	68	193	66	50	436	2.95	1.14
2.	Institution takes the brace of senior staff and HODs for man power planning	67	55	78	151	85	436	3.30	1.33
3.	Institution makes strategic plan for workforce assessment.	63	79	96	126	72	436	3.15	1.30
4.	Institution plans work load analysis and expert forecasts while doing manpower planning.	158	106	59	52	61	436	2.43	1.43
5.	Institution utilizes manpower as per the UGC/AICTE norms	148	115	82	41	50	436	2.38	1.34

6.	Management takes quick action while faculty shortage arrives.	61	79	96	134	66	436	3.15	1.28
7.	Management forecasts internal and external supply of staff.	56	77	171	70	62	436	3.01	1.19
8.	Assessment of faculty skills is made before the faculty positions are filled	64	95	85	81	111	436	3.18	1.41
9.	Management aligns manpower with Institution's mission and strategic plan.	165	113	67	41	50	436	2.31	1.36
10.	Time horizons are followed effectively for manpower planning.	113	173	52	48	50	436	2.42	1.29
	Overall mean score on Manpower Planning							2.83	

Inception: Field facts

3.10 Comparative study on Manpower Planning

Comparison of mean score on individual statements prepared for manpower planning reveal the following.

For the total of 10 statements, the mean score obtained for Mathura region is found comparatively higher than Gwalior region pertaining to Well formulated vision(mean=2.98>2.93) and brace of senior staff (mean = 3.37>3.24),.

Mean score was found higher for Gwalior region in comparison with Mathura region for the statements, i.e., Strategic plan for work force assessment (mean=3.16>3.14), Institution planning for workload analysis (mean = 2.46>2.40), manpower as per norms(mean = 2.48>2.28), quick action by management (mean = 3.18>3.12), forecasting internal and external supply(mean =3.04>2.98), assessment of faculty skills(mean=3.18=3.18), alignment of manpower (mean=2.40>2.22), following of time horizons(mean=2.50>2.34).

Table-3.10

Comparative analysis on Manpower planning in select regions

Statement	Region Category	N	Mean	SD	Std. Error Mean
Institution has well formulated vision for planning for faculty	Mathura	218	2.98	1.103	.075
	Gwalior	218	2.93	1.185	.080
Institution takes the brace of senior staff and HODs for man power planning	Mathura	218	3.37	1.324	.090
	Gwalior	218	3.24	1.343	.091
Institution makes	Mathura	218	3.14	1.255	.085

strategic plan for workforce assessment.	Gwalior	218	3.16	1.346	.091
Institution plans work load analysis and expert forecasts while doing manpower planning.	Mathura	218	2.40	1.421	.096
	Gwalior	218	2.46	1.447	.098
Institution utilizes manpower as per the UGC/AICTE norms	Mathura	218	2.28	1.277	.086
	Gwalior	218	2.48	1.395	.094
Management takes quick action while faculty shortage arrives.	Mathura	218	3.12	1.220	.083
	Gwalior	218	3.18	1.337	.091
Management forecasts internal and external supply of staff.	Mathura	218	2.98	1.140	.077
	Gwalior	218	3.04	1.246	.084
Assessment of faculty skills is made before the faculty positions are filled	Mathura	218	3.18	1.345	.091
	Gwalior	218	3.18	1.470	.100
Management aligns manpower with Institution's mission and strategic plan.	Mathura	218	2.22	1.293	.088
	Gwalior	218	2.40	1.421	.096
Time horizons are followed effectively for manpower planning.	Mathura	218	2.34	1.235	.084
	Gwalior	218	2.50	1.348	.091

Inception: Field facts

3.11 Overall Mean analysis on Manpower planning in Select regions

Overall consolidated results manifest that, the overall mean score on manpower planning achieved for Mathura region is 2.86 on a five point rating scale with a standard deviation value equivalent to 0.350.

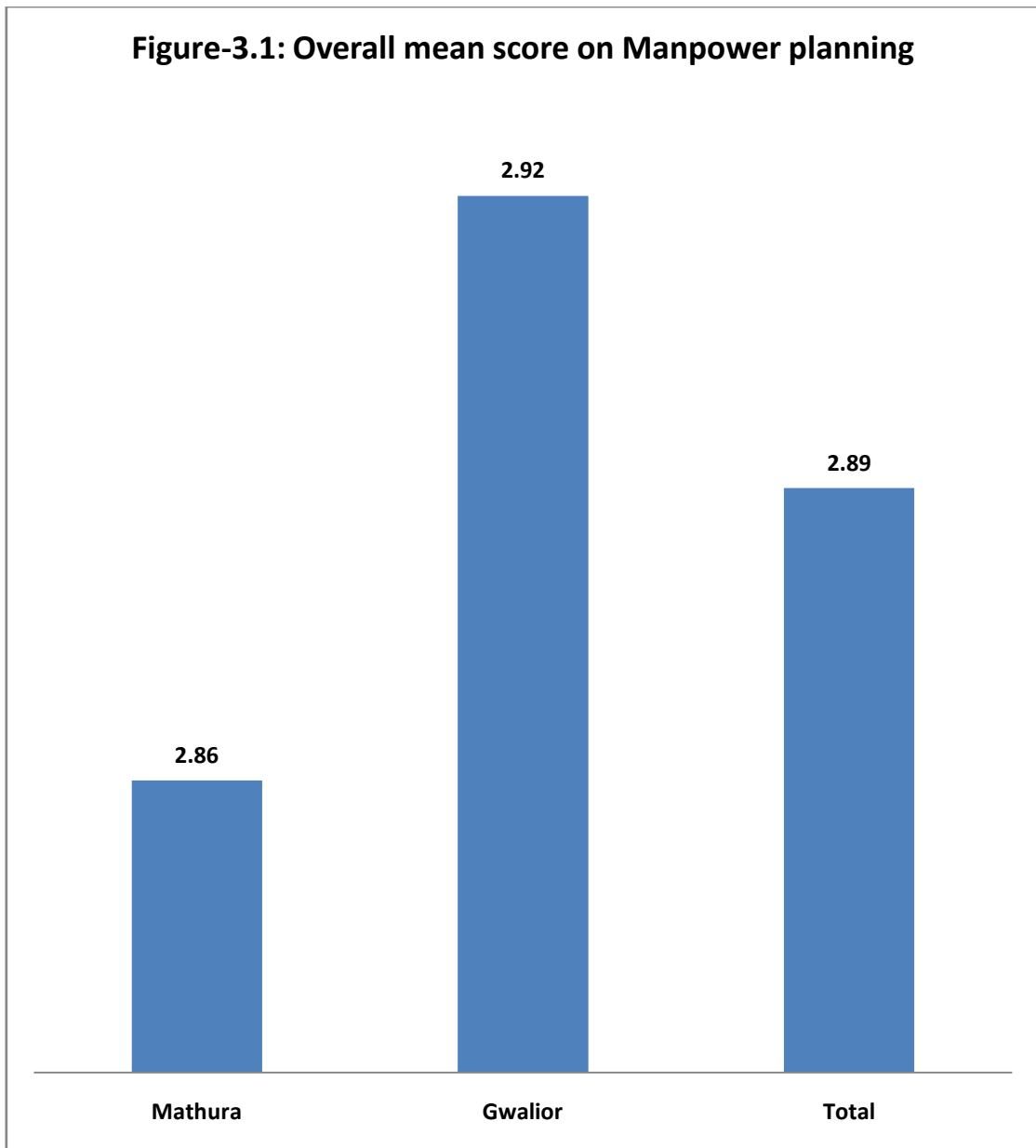
Table-3.11

Overall mean score on Manpower planning

Sl.No.	Region	Mean	N	SD
1.	Mathura	2.86	218	.350
2.	Gwalior	2.92	218	.285
	Total	2.89	436	.321

Inception: Field facts

With allusion to overall mean score observed in case of Gwalior pertaining to overall mean score on manpower planning is 2.92 with a standard deviation value equivalent to 0.285. Overall consolidated mean is 2.89 with a standard deviation equivalent to 0.321. Results divulge that, aggregate result brace that the faculty members from both the regions have more disagreement on manpower planning policies and practices adopted by the select institutions. Where as, comparatively faculty respondents from Gwalior region have better mean score on manpower planning showing comparatively more brace for the manpower planning policies and practices in comparison with faculty respondents from Mathura region. Higher disparity in the perception are scrutinized in Mathura region(sd = 0.350) in comparison with Gwalior region(sd=0.285).



3.12 Department wise Mean Score analysis on Manpower Planning

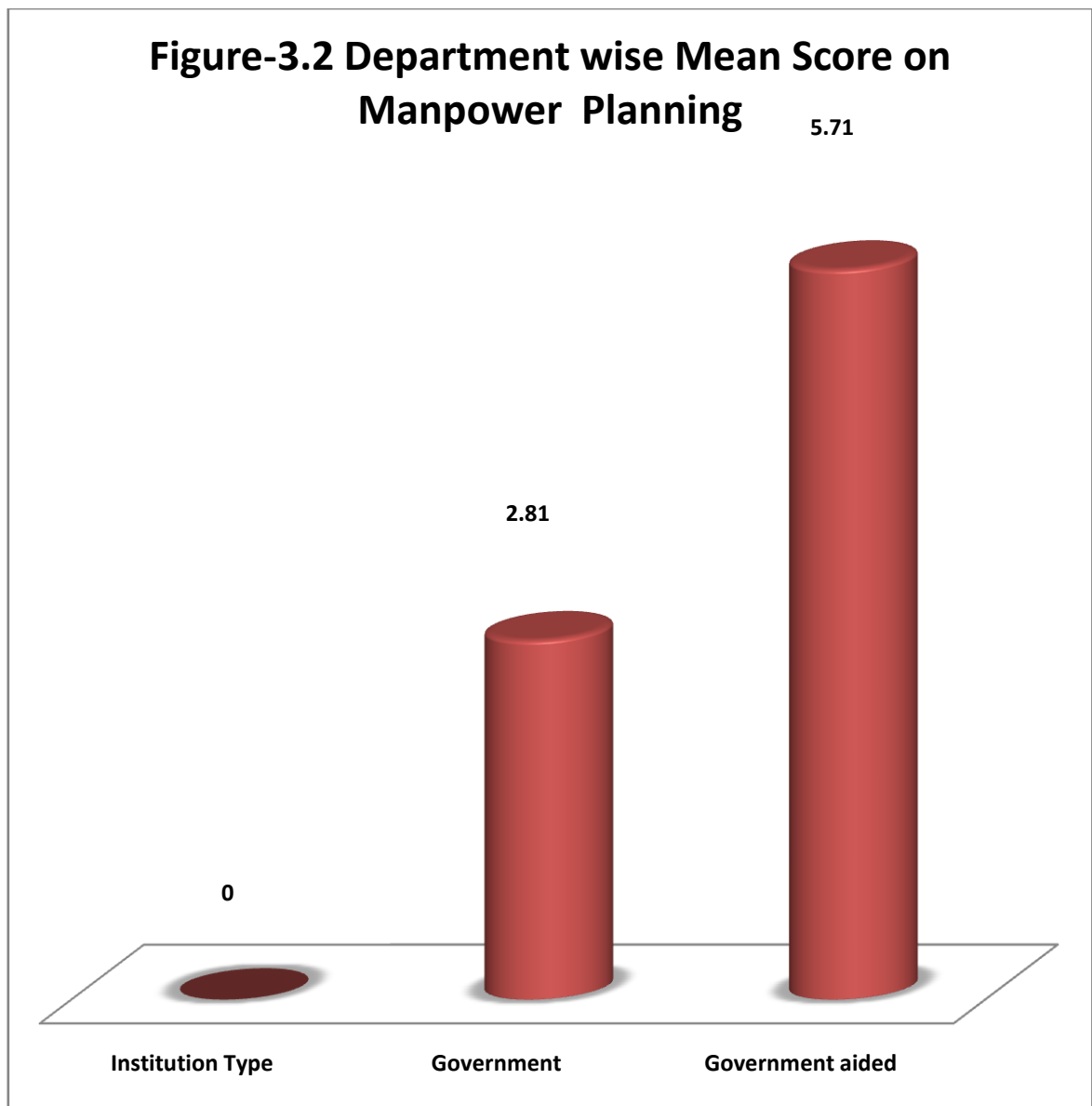
Overall consolidated results manifest that, the overall mean score on manpower planning achieved for Pharmacy Department is 2.92 on a five point rating scale with a standard deviation value equivalent to 0.357. with allusion to overall mean score observed in case of Engineering Department pertaining to overall mean score on manpower planning is 2.86 with a standard deviation value equivalent to 0.392. Overall consolidated mean pertaining to Management

Department is 2.85 with a standard deviation equivalent to 0.363. Results divulge that, aggregate result brace that the faculty members from all the three select departments have more disagreement on manpower planning policies and practices adopted by the select institutions. Where as, comparatively faculty respondents from Pharmacy Department have better mean score on manpower planning showing comparatively more brace for the manpower planning policies and practices in comparison with faculty respondents from Engineering and Management Departments. Higher disparity in the perception are scrutinized in Engineering Department faculty (sd = 0.92) in comparison with other two department wise faculty members.

Table-3.12
Department wise comparison of mean score on Manpower Planning

Sl.No.	Department	Mean	N	SD
1.	Pharmacy	2.92	106	.357
2.	Engineering	2.86	175	.392
3.	Management	2.85	155	.363
	Total	2.87	436	.374

Inception: Field facts



3.13 Perceptual variation on Manpower Planning using F-test

F-test is executed to visualize the following null hypothesis statement.

H09: Perceptual variation is not significant between demographic determinant and perception on Manpower planning.

Results are processed through F-test using ANOVA One-way classification.

Demographic determinant wise results are presented here.

Table-3.13

ANOVA Test outcome

Demographic Determinant		SS	U	MS	F	p-val
Region category	BGs	4.004	2	2.002	8.256	.000
	WGs	104.996	433	.242		
	Total	109.000	435			
Designation	BGs	.553	2	.277	.624	.536
	WGs	191.997	433	.443		
	Total	192.550	435			
Department	BGs	2.852	2	1.426	2.444	.088
	WGs	252.641	433	.583		
	Total	255.493	435			
jobtype	BGs	1.631	2	.816	1.359	.258
	WGs	259.935	433	.600		
	Total	261.567	435			

Inception: Field facts

- a) At 2, 433 interdependence variables(Df) and 5 % threshold limit, it is statistically prove that region wise perceptual variation between the sample representatives are evinced significant ($p=0.000 < \alpha=0.05$).
- b) At 2, 433 interdependence variables(Df) and 5 % threshold limit, it is statistically prove that designation wise perceptual variation between the sample representatives are evinced significant ($p=0.536 > \alpha=0.05$).
- c) At 2, 433 interdependence variables(Df) and 5 % threshold limit, it is statistically prove that department wise perceptual variation between the sample representatives are evinced significant ($p=0.088 > \alpha=0.05$).
- d) At 2, 433 interdependence variables(Df) and 5 % threshold limit, it is statistically prove that job category wise perceptual variation between the sample representatives are evinced significant ($p=0.258 > \alpha=0.05$).

3.14 Perception of Sample Respondents on Procurement of Human Resources in Higher Educational Institutions

The respondents of the faculty members working in the two select regions, i.e., Mathura and Gwalior region are determined on a five point rating scale using Level of Agreedness scale. The anchor values from 1 to 5 are assigned to “Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree and Strongly Agree”. Each statement is ascertained with suitable anchor assigned by the respondents and the consolidated results of each statement are shown in table-3.14.

For the declaration on recruitment notification made available in media, 61.4 proportion of the faculty respondents have consented reflecting that the faculty respondents brace that the management of the higher educational institution are offering the notification made available in both print and electronic media.

With regard to declaration on priority to internal references, it is scrutinized that, round to 61 proportion of the respondent shave braced the view, i.e., the management of higher educational institution gives high priority to internal references.

Pertaining to structured mechanism, it is scrutinized that, 43 proportion of the faculty respondents have rated NAND to the declaration on management having structured mechanism for screening applications.

Pertaining to fair conduct of interview process without recommendations, 63 proportion of the faculty respondents have disagreed which manifest that, the

interview process is influenced by the recommendations. Pertaining to senior faculty and subject experts, it is scrutinized that, round to 43.5 proportion of the faculty respondents have agreed that senior faculty and subject experts will make a part in the selection process. With regard to salary negotiations, majority of the faculty respondents remained neutral.

With allusion to salary and perks, it is scrutinized that, round to 52 proportion of the faculty respondents have assumed disagree appropriating that the respondents are in the opinion that norms of the affiliating university are not followed in deciding of the salary and perks to the faculty members.

With allusion to perception on offer letters, it is scrutinized that, majority of the faculty respondents have not supported to the declaration on 'offer letters are issued without delay to selected candidates'. With regard to declaration on 'HR department brace', majority of the faculty respondents, i.e., 33 proportion of the faculty respondents have remained neutral which manifest that the respondents are neither agree nor disagree to the declaration on 'HR department will ensure the issue of appointment letters'.

For the declaration on 'external influences', it is scrutinized that, majority of the faculty respondents, i.e., 38.5 proportion of the faculty respondents have disagreement on external influence in faculty selection process is minimal.

Statement related weighted mean is calculated for ascertaining the statements which have more agreedness. Results manifest that highest mean equivalent to 3.63 is scrutinized in case of 'Recruitment notification will be made

available in media' show more brace of the faculty respondents to the statement. Low mean equivalent to 2.40 is scrutinized for the statement 'Interview process is fairly done without recommendations'.

Low standard deviation equivalent to 1.13 is scrutinized for the statement 'Management have structured mechanism for screening applications' showing less variation in the perception where as for the statement 'Salary and perks are as per the norms of the affiliating University' showing higher disparity in the Perspicacity of the faculty respondents. The overall aggregate mean score on procurement of human resources is round to equivalent to 3.0 which manifest that aggregate mean score lies in the range of 'neural opinion' of the faculty respondents.

Table-3.14**Perception of Sample Respondents on Procurement of Human Resources in Higher Educational Institutions**

Sl.No.	Statement	1	2	3	4	5	Total	Mean	SD
1.	Recruitment notification will be made available in media.	50	41	77	122	146	436	3.63	1.34
2.	Management gives high priority to internal references.	50	41	79	166	100	436	3.52	1.26
3.	Management have structured mechanism for screening applications.	50	96	188	48	54	436	2.91	1.13
4.	Interview process is fairly done without recommendations.	127	148	70	41	50	436	2.40	1.30
5.	Senior faculty and subject experts will take part in selection process.	56	81	109	112	78	436	3.17	1.28

6.	Salary negotiation facility will be given to prospective candidates.	58	64	146	110	58	436	3.11	1.21
7.	Salary and perks are as per the norms of the affiliating University.	93	134	81	57	71	436	2.72	1.37
8.	Offer letters are issued without delay to selected candidates.	79	124	121	57	55	436	2.74	1.26
9..	HR department will ensure the issue of Appointment letters	50	135	146	50	55	436	2.83	1.17
10.	External influence in faculty selection process is minimal.	71	97	129	78	61	436	2.91	1.27
	Overall mean score on procurement of human resources							2.99	1.26

Inception: Field facts

3.15 Overall Mean analysis on Procurement of Human resources in Select regions

Overall consolidated results manifest that, the overall mean score on procurement of human resources achieved for Mathura region is 3.01 on a five point rating scale with a standard deviation value equivalent to 0.203

With allusion to overall mean score observed in case of Gwalior pertaining to overall mean score on procurement of human resources is 3.00 with a standard deviation value equivalent to 0.225. Overall consolidated mean is 2.89 with a standard deviation equivalent to 0.225. Results divulge that, aggregate result brace that the faculty members from both the regions have more disagreement on procurement of human resources policies and practices adopted by the select institutions. Whereas, comparatively faculty respondents from Mathura region have better mean score on procurement of human resources showing comparatively more brace for the procurement of human resources policies and practices in comparison with faculty respondents from Gwalior region. Higher disparity in the perception are scrutinized in Gwalior region(sd = 0.225 in comparison with Gwalior region(sd=0.203).

Table-3.15
Overall mean score on procurement

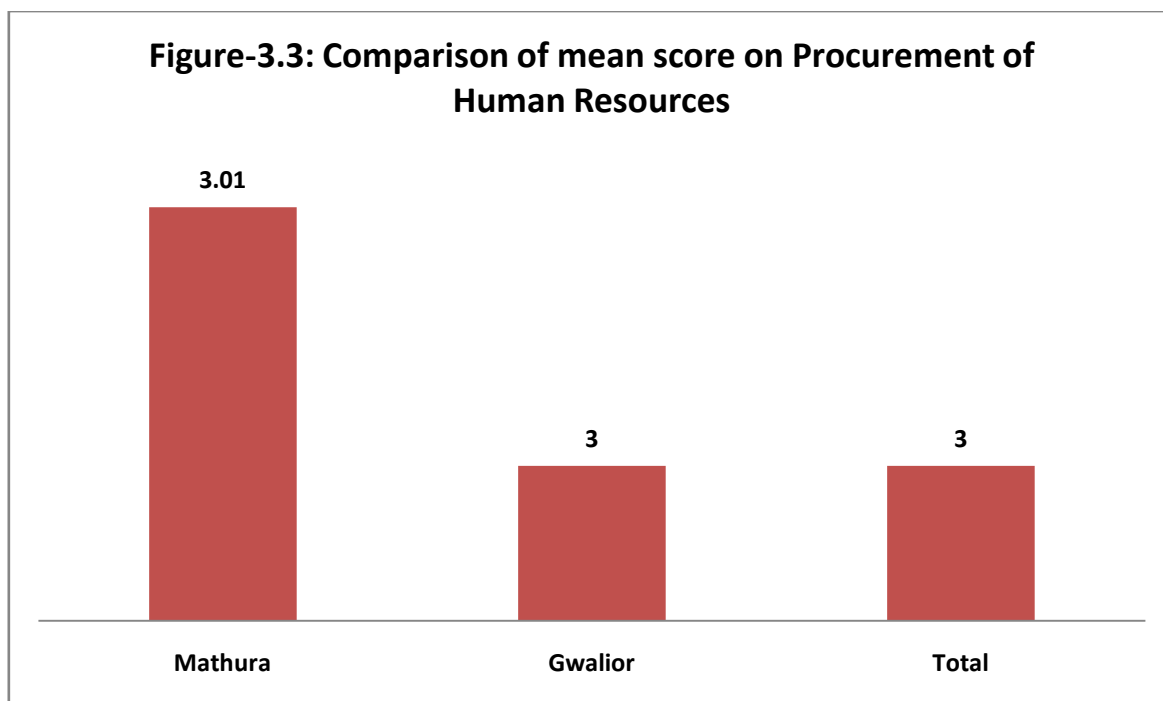
Sl.No.	Region Category	Mean	N	SD
1.	Mathura	3.01	218	.203
2.	Gwalior	3.00	218	.225
	Total	3.00	436	.214

3.16 Overall Mean analysis on Procurement of Human resources in Select regions

Overall consolidated results manifest that, the overall mean score on procurement of human resources achieved for Mathura region is 3.00 on a five point rating scale with a standard deviation value equivalent to 0.214.

Results divulge that, aggregate result brace that the faculty members from both the regions have more disagreement on procurement of human resources policies and practices adopted by the select institutions.

Whereas, comparatively faculty respondents from Gwalior region have better mean score on procurement of human resources showing comparatively more brace for the procurement of human resources policies and practices in comparison with faculty respondents from Mathura region. Higher disparity in the perception are scrutinized in Mathura region(sd = 0.350) in comparison with Gwalior region(sd=0.285).



3.17 Department wise Mean Score analysis on Procurement of human resources

Overall consolidated results manifest that, the overall mean score on procurement of human resources achieved for Pharmacy Department is 2.97 on a five point rating scale with a standard deviation value equivalent to 0.216. With allusion to overall mean score observed in case of Engineering Department pertaining to overall mean score on procurement of human resources is 3.02 with a standard deviation value equivalent to 0.227.

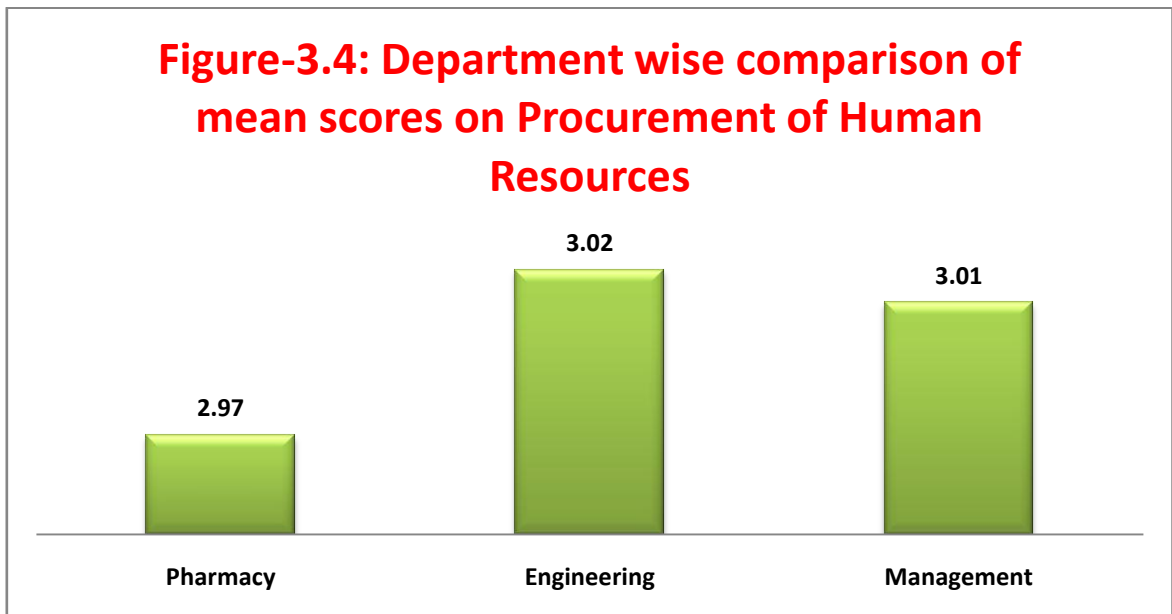
Overall consolidated mean pertaining to Management Department is 3.01 with a standard deviation equivalent to 0.197. Results divulge that, aggregate result brace that the faculty members from all the three select departments have neutral opinion on procurement of human resources policies and practices adopted by the select institutions.

Table-3.16

Department wise comparison of Procurement of Human Resources

Sl.No.	Department	Mean	N	SD
1.	Pharmacy	2.97	106	.216
2.	Engineering	3.02	175	.227
3.	Management	3.01	155	.197
Total		3.00	436	.214

Inception: Field facts



Where as, comparatively faculty respondents from Engineering Department have better mean score on procurement of human resources showing comparatively more brace for the procurement of human resources policies and practices in comparison with faculty respondents from Pharmacy and Management Departments. Higher disparity in the perception are scrutinized in Engineering Department faculty (sd = 0.227) in comparison with other two departments.

3.18 Perceptual variation on Procurement of Faculty members using F-test

F-test is executed to visualize the following null hypothesis statement.

H09: Perceptual variation is not significant between demographic determinant and perception on procurement of faculty members.

Results are processed through F-test using ANOVA One-way classification.

Table-3.17: F-test outcome						
Demographic determinant		SS	U	MS	F	p-val
Region Category	BGs	.275	2	.138	.548	.579
	WGs	108.725	433	.251		
	Total	109.000	435			
Designation	BGs	1.899	2	.950	2.157	.117
	WGs	190.651	433	.440		
	Total	192.550	435			
Department	BGs	1.294	2	.647	1.102	.333
	WGs	254.199	433	.587		
	Total	255.493	435			
jobtype	BGs	2.627	2	1.313	2.196	.112
	WGs	258.940	433	.598		
	Total	261.567	435			

Inception: Field facts

Demographic determinant wise results are presented here.

- a) Between Region category and procurement of faculty members, the quantified P-utility =0.579 > $\alpha = 0.05$ proving affirmation of null hypothesis.
- b) Between Designation category and procurement of faculty members, the quantified P-utility =0.117 > $\alpha = 0.05$ proving affirmation of null hypothesis.
- c) Between Department category and procurement of faculty members, the quantified P-utility =0.333 > $\alpha = 0.05$ proving affirmation of null hypothesis.
- d) Between Job type and procurement of faculty members, the quantified P-utility =0.112 > $\alpha = 0.05$ proving affirmation of null hypothesis.

Based on the results, it is to conclude that, perceptual variation is not significant between demographic determinant and perception on procurement of faculty members.

Chapter-IV

**HRD PRACTICES IN HIGHER EDUCATIONAL
INSTITUTIONS – A COMPARATIVE STUDY**

Chapter-IV

HRD PRACTICES IN HIGHER EDUCATIONAL INSTITUTIONS – A COMPARATIVE STUDY

. The chapter presents the perceptions of the faculty respondents on HRD practices in the select higher educational institutions. These include perception of respondents on development of human resources in higher educational institutions, career planning and compensation of Human resources. Region wise comparative analysis is made using Mean analysis and Unpaired Two Sample Group t-test for further analysis of survey results.

4.1 Development of Human Resources – Perception of Respondents

The respondents from the category of faculty members working in the select higher educational institutions functioning in the two select regions, i.e., Mathura and Gwalior are ascertained with a view to visualize the level of agreedness on perception on development of Human resources.

A sum of 10 statements represents the development of human resources. Respondents are asked to rate on a 5 point rating likert scale with anchors 1,2,3,4,5 are assigned on level of agreedness scale. Statement related mean and standard deviations are enumerated to visualize the statement which influences the respondents more.

Perception of respondents on induction and training, it is scrutinized that, round to 50.4 proportion of the faculty respondents have adjudged ‘disagree’

appropriating that in majority of the colleges, the induction program are not provided for the newly joined faculty members.

For the declaration on period development programs, it is scrutinized, that round to 48 proportion of the faculty respondents have consented reflecting that in majority of the higher educational instructions, the period development programs are constituted for the development of faculty members.

With regard to interaction of management with faculty, 45 proportion of the faculty respondents have assumed about the management is not actively interacting during the development activities of faculty members.

With regard to management bracing the appraisal, round to 60 proportion of the faculty respondents have disagreed appropriating that the management is not bracing the appraisal of talented faculty.

Further, 41 proportion of the faculty respondents have felt that the management is not providing the facility of career planning for the empowerment of faculty members. However, 56 proportion of the faculty respondents have assumed about , management braces the necessity for change.

For the declaration on Management bracing the faculty involvement, it is scrutinized that, 65 proportion of the faculty respondents have assumed about , management is not bracing the faculty involvement in social and religious organization as majority of them have answered that the workload in the institutions is not bracing for the active participation of the faculty involvement in social and religious organizations.

With allusion to quality management, it is scrutinized that, 54 proportion of the faculty respondents have assumed about the quality management practices is not strictly followed for the staff. Whereas, 49 proportion of the faculty respondents have not supported to the declaration on 'staff is given brace to participate in management decisions.

For the declaration on 'senior staff involvement in department planning', it is scrutinized that round to 64 proportion of the faculty respondents have assumed the the senior staff will be given the opportunity to take active participation in the department planning.

Statement related weighted mean and standard deviation are enumerated. The comparison of A.M. values for the each of ten statements clearly reveals that, highest A.M. value equivalent to 3.46 is observed in case of 'Management braces the necessity for change' which manifest that the respondents have highly agreed to the statement.

Whereas least value of mean is scrutinized in case of 'Management braces the appraisal of talented faculty' revealing the respondents disagreement showing higher. Standard deviation for the statement 'Staff is given brace to participate in management decision' revealing higher disparity in the Perspicacity of the faculty respondents and less value of SD, i.e., 0.95 is scrutinized for the statement 'Career planning facility will be provided to faculty members' showing less variation in the Perspicacity of the faculty respondents.

Table-4.1
Development and Maintenance practices of Human Resources – A comparative study

Sl.No.	Statement	1	2	3	4	5	Total	Mean	SD
1	Induction and Training will be made necessary for newly joined faculty member.	112	106	69	41	108	436	2.83	1.53
2	Periodic Development programs are organized for empowering the faculty.	52	75	103	136	70	436	3.22	1.25
3	Management interacts during the development activities of faculty.	108	88	149	41	50	436	2.63	1.27
4	Management braces the appraisal of talented faculty.	80	179	83	44	50	436	2.55	1.23
5	Career planning facility will be provided to faculty members.	11	167	159	69	30	436	2.86	.95

Inception: Field facts

Table-4.1**Development and Maintenance practices of Human Resources – A comparative study(contd.)**

Sl.No.	Statement	1	2	3	4	5	Total	Mean	SD
6	Management braces the necessity for change.	50	41	102	119	124	436	3.52	1.30
7	Management brace the faculty involvement in social and religious organisations.	101	170	42	65	58	436	2.56	1.35
8	Quality management is strictly followed for the staff.	95	140	110	41	50	436	2.57	1.25
9	Staff is given brace to participate in management decisions.	145	68	110	59	54	436	2.56	1.39
10	Senior Staff will be given the opportunity in department planning.	50	41	70	206	69	436	3.46	1.19

Inception: Field facts

4.2 Mean Analysis on Development of Human Resources – A Comparative Study

Statement related A.M. value is calculated separately for the respondents from Mathura region and Gwalior region to analyze the brace of the faculty respondents to the ten statements focusing on development of Human Resources in select higher educational institutions. Results reveal the following facts.

- a) For the declaration on Induction and Training, the quantified A.M. value for Gwalior region(mean=2.86) is higher than Mathura region(mean=2.80) revealing more positive view point of the faculty respondents of Mathura region on induction and training made necessary for newly joined faculty members.
- b) For the declaration on Periodic Development Programs, the quantified A.M. value for Mathura region(mean=3.28) is higher than Gwalior region(mean=3.17) revealing more positive view point of the faculty respondents of Gwalior region on periodic development programs organized for empowering the faculty members.
- c) With allusion to Management interaction, higher A.M. value is observed in case of Gwalior region(mean=2.73) in comparison with Mathura region(mean=2.53).
- d) The comparison of Management brace divulge that, higher A.M. value equivalent to 2.68 is scrutinized in case of respondents from Gwalior region in comparison with Mathura region(mean=2.43).
- e) Pertaining to Career planning facility, it is scrutinized that, the A.M. value equivalent to 3.05 is observed in case of Mathura region in comparison with Gwalior region with A.M. value equivalent to 2.67.

- f) For the declaration on Management Brace for change, the quantified A.M. value for Mathura region(mean=3.56) is higher than Gwalior region(mean=3.47) revealing more positive view point of the faculty respondents of Gwalior region on management brace the necessity for change.
- g) For the declaration on management brace for faculty involvement, the quantified A.M. value for Gwalior region(mean=2.65) is higher than Mathura region(mean= 2.47) revealing more positive view point of the faculty respondents of Mathura region on Management braces the faculty involvement in social and religious issues.
- h) With allusion to Quality management, higher A.M. value is observed in case of Gwalior region(mean=2.65) in comparison with Mathura region(mean=2.49).
- i) The comparison of staff brace to management decisions, divulge that, higher A.M. value equivalent to 2.59 is scrutinized in case of respondents from Gwalior region in comparison with Mathura region(mean=2.54).
- j) Pertaining to opportunity to senior staff, it is scrutinized that, the A.M. value equivalent to 2.65 is observed in case of Gwalior region in comparison with Mathura region with A.M. value equivalent to 2.42.

Table-4.2**Mean Analysis on Development of Human Resources – A Comparative Study**

Sl.No.	Statement	Region Category	N	Mean	SD	S.E.M.
1.	Induction and Training will be made necessary for newly joined faculty member.	Mathura	218	2.80	1.534	.104
		Gwalior	218	2.86	1.524	.103
2.	Periodic Development programs are organized for empowering the faculty.	Mathura	218	3.28	1.202	.081
		Gwalior	218	3.17	1.293	.088
3.	Management interacts during the development activities of faculty.	Mathura	218	2.52	1.223	.083
		Gwalior	218	2.73	1.308	.089
4.	Management braces the appraisal of talented faculty.	Mathura	218	2.43	1.198	.081
		Gwalior	218	2.68	1.247	.084
5.	Career planning facility will be provided to faculty members.	Mathura	218	3.05	1.087	.074
		Gwalior	218	2.67	.743	.050

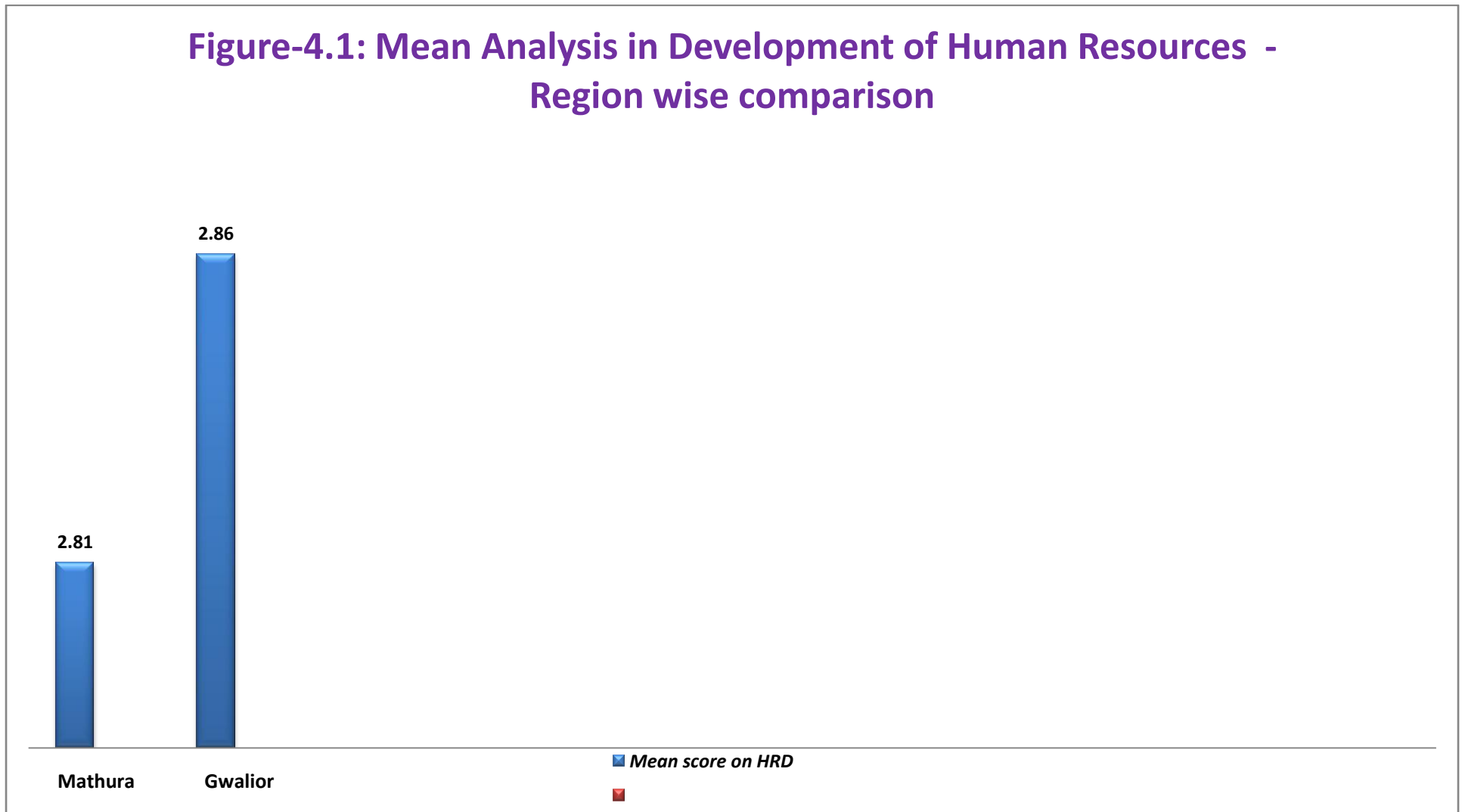
Inception: Field facts

Table-4.2
Mean Analysis on Development of Human Resources – A Comparative Study (contd.)

Sl.No.	Statement	Region Category	N	Mean	SD	S.E.M.
6.	Management braces the necessity for change.	Mathura	218	3.56	1.232	.083
		Gwalior	218	3.47	1.372	.093
7.	Management brace the faculty involvement in social and religious organisations.	Mathura	218	2.47	1.324	.090
		Gwalior	218	2.65	1.364	.092
8.	Quality management is strictly followed for the staff.	Mathura	218	2.49	1.192	.081
		Gwalior	218	2.65	1.302	.088
9.	Staff are given brace to participate in management decisions.	Mathura	218	2.54	1.324	.090
		Gwalior	218	2.59	1.454	.098
10.	Senior Staff will be given the opportunity in Department planning.	Mathura	218	2.42	1.158	.078
		Gwalior	218	2.65	1.236	.084

Inception: Field facts

**Figure-4.1: Mean Analysis in Development of Human Resources -
Region wise comparison**



Overall summary of analysis witness that, the standard deviation is in the range of 0.743 to 1.53 and comparison of results manifest that higher disparity is observed in case of perception of respondents from Gwalior region in comparison with Mathura region. The Standard error of mean(S.E.M.) was minimal which is in the range of 0.078 to 0.104.

4.3 T-Test Results

The Unpaired Two Sample Group t-test is solicited to visualize the following broad hypothesis statement.

H₀₄: Perceptual variation of faculty members is not significant pertaining to Development of Human Resources in Mathura and Gwalior regions

The Unpaired Two Sample Group t-test is solicited to visualize the set hypothesis. Statement related results manifest that at 5% threshold limit Null-Hypothesis is accorded as quantified P-utility is found higher the $\alpha=0.05$ for the following statements.

- a. Induction and Training will be made necessary for newly joined faculty member. p=0.684 > $\alpha=0.05$
- b. Periodic Development programs are organized for empowering the faculty. p=0.378 > $\alpha=0.05$
- c. Management interacts during the development activities of faculty. p=0.089 > $\alpha=0.05$
- d. Management braces the necessity for change. p=0.463 > $\alpha=0.05$
- e. Management brace the faculty involvement in social p=0.165 > $\alpha=0.05$

and religious organizations.

f. Quality management is strictly followed for the staff. $p=0.180 > \alpha=0.05$

g. Staff is given brace to participate in management decisions. $p=0.705 > \alpha=0.05$

Further, Statement related results manifest that at 5% threshold limit the null hypothesis is disapproved as quantified P-utility is found lesser the $\alpha=0.05$ for the following statements.

a. Management braces the appraisal of talented faculty. $p=0.032 < \alpha=0.05$

b. Career planning facility will be provided to faculty members. $p=0.000 < \alpha=0.05$

c. Senior Staff will be given the opportunity in department planning. $p=0.042 < \alpha=0.05$

Table-4.3
t-test outcome

Statement		LEV Test		t-test outcome						
		F	p-val	t	U	p-val	MD	SED	5% CL	
									Low	Higher
Induction and Training will be made necessary for newly joined faculty member.	EVA	.110	.740	-.407	434	.684	-.060	.146	-.347	.228
	EVNA			-.407	433.981	.684	-.060	.146	-.347	.228
Periodic Development programs are organized for empowering the faculty.	EVA	1.258	.263	.882	434	.378	.106	.120	-.129	.340
	EVNA			.882	431.711	.378	.106	.120	-.129	.340
Management interacts during the development activities of faculty.	EVA	.330	.566	- 1.703	434	.089	-.206	.121	-.445	.032
	EVNA			- 1.703	432.056	.089	-.206	.121	-.445	.032

Inception: Field facts

Table-4.3
t-test outcome

Statement		LEV Test		t-test outcome						
		F	p-val	t	U	p-val	MD	SED	5% CL	
									Low	Higher
Management braces the appraisal of talented faculty.	EVA	.813	.368	- 2.154	434	.032	-.252	.117	-.482	-.022
	EVNA			- 2.154	433.294	.032	-.252	.117	-.482	-.022
Career planning facility will be provided to faculty members.	EVA	14.697	.000	4.217	434	.000	.376	.089	.201	.551
	EVNA			4.217	383.494	.000	.376	.089	.201	.552
Management braces the necessity for change.	EVA	4.216	.041	.735	434	.463	.092	.125	-.154	.337
	EVNA			.735	429.115	.463	.092	.125	-.154	.337
Management brace the faculty involvement in social and religious organisations.	EVA	.995	.319	- 1.390	434	.165	-.179	.129	-.432	.074
	EVNA			- 1.390	433.621	.165	-.179	.129	-.432	.074

Inception: Field facts

Table-4.3
t-test outcome

Statement		LEV Test		t-test outcome						
		F	p-val	t	U	p-val	MD	SED	5% CL	
									Low	Higher
Quality management is strictly followed for the staff.	EVA	2.299	.130	- 1.343	434	.180	-.161	.120	-.396	.074
	EVNA			- 1.343	430.683	.180	-.161	.120	-.396	.074
Staff is given brace to participate in management decisions.	EVA	4.211	.041	-.379	434	.705	-.050	.133	-.312	.211
	EVNA			-.379	430.221	.705	-.050	.133	-.312	.211
Senior Staff will be given the opportunity in department planning.	EVA	2.470	.117	- 2.039	434	.042	-.234	.115	-.459	-.008
	EVNA			- 2.039	432.172	.042	-.234	.115	-.459	-.008

Inception: Field facts

4.4 Perception of Faculty Respondents on Compensation policies and practices

The survey results obtained to assess the perception of faculty members on Compensation policies and practices followed in select higher educational institutions in Mathura and Gwalior region is presented in table-4.4. The level of agreedness about the statements on compensation is analyzed using likert 5 point rating scale with anchor weights 1,2,3,4 and 5 assigned to 5 anchors of Agree Scale. Weighted mean and standard deviation is quantified. Results show the following. For the declaration on uniformity of compensation package, it is distinguished that, 63.5 proportion of the faculty respondents are favouring the informing of compensation package among the faculty members. With regard to feedback of students and management, round to 47.2 proportion of the faculty respondents have disagreed appropriating that, majority of the faculty respondents have the opinion that the feedback mechanism followed for determining the salary and perks are not well followed.

For the declaration on management own approach, it is scrutinized that, 49 proportion of the faculty respondents have assumed about , management follows their own approach in determining the compensation package. With regard to UGC and AICTE guidelines, 33 percent of respondents have expressed neutral opinion on institution following the AICTE/UGC guidelines in determining the compensation.

For the declaration on compensation, it is distinguished that, 63.5 percent of respondents have assumed positively that while deciding the compensation for a faculty, the student strength is been considered. Almost 64.9 proportion of the

faculty respondents have assumed about while determining the faculty respondents compensation packages, no specific standards are maintained in salary fixation. With regard to facilities on direct credit of salary to concerned faculty member account, around 58 proportion of the faculty respondents have assumed about the salary is directly credited to the bank account of the faculty member.

Related to faculty bonus, majority of the faculty respondents, 35 percent of respondents' have assumed about the faculty bonus and hourly pay is fairly implemented. Pertaining to indirect compensation, round to 59 proportion of the faculty respondents have assumed about indirect compensation such as insurance paid holidays are well followed.

Perspicacity of the faculty members divulge that, 43 proportion of the faculty respondents have assumed about the allowances and other benefits are well implemented in the educational institution.

Statement related A.M. values are enumerated with an objective to visualize the highly influencing and less influencing factor/statement for the faculty respondents. Results divulge that, higher A.M. value = 3.62 is observed for the statement 'No specific standards are maintained in salary fixation' resulting more brace of the faculty members.

Whereas, less A.M. value equivalent to 3.00 is scrutinized for the statement 'Institution follows the AICTE/UGC guidelines' and 'Faculty bonus and hourly pay is fairly implemented.'

Table-4.4
Perception of Respondents on Compensation policies and Practices

Sl.No.	Statement	1	2	3	4	5	Total	Mean	SD
1	Compensation package will be uniform among the faculty members.	53	49	57	154	123	436	3.56	1.33
2	Student and management feedback is considered for deciding the salary and perks.	100	106	54	87	89	436	2.91	1.47
3	Management follows their own approach in determining the compensation package.	57	60	105	135	79	436	3.27	1.27
4	Institution follows the AICTE/UGC guidelines.	50	99	144	88	55	436	3.00	1.18

Inception: Field facts

Table-4.4
Perception of Respondents on Compensation policies and Practices

Sl.No.	Statement	1	2	3	4	5	Total	Mean	SD
5	Compensation vary based on students' strength	49	40	70	209	68	436	3.47	1.19
6	No specific standards are maintained in salary fixation	49	40	64	158	125	436	3.62	1.29
7	Salary are credited directly to bank account of the Faculty member	39	68	76	166	87	436	3.44	1.22
8	Faculty bonus and hourly pay is fairly implemented.	62	102	110	100	62	436	3.00	1.27
9	Indirect compensation such as Insurance paid holidays are well followed.	50	76	104	143	63	436	3.21	1.22
10	Allowances and other benefits are well implemented.	46	92	108	145	45	436	3.12	1.17

Inception: Field facts

Comparison of standard deviation values divulge that higher value of SD equivalent to 1.29 is scrutinized for the statement 'No specific standards are maintained in salary fixation' resulting higher disparity in the view point of the faculty respondents.

Overall results divulge that, in the select higher educational institutions, compensation is varying based on students' strength, further the management of the educational institutions are not following proper compensation packages based on the students' strength.

4.5 Mean Analysis on Compensation practices

Mean analysis is made with a view to compare the opinions of the faculty members working in Gwalior region and Mathura region pertaining to compensation practices of the select higher educational institutions. Comparison of the weighted mean and standard deviations reveal about more influencing variable among the select regions. Results divulge that, compared to opinions of the faculty members from Gwalior region, the respondents of the Mathura region were been higher for the following variables.

- a) Uniformity of compensation package (mean = 3.67>3.46)
- b) Management approach on determining the compensation package(mean =3.34>3.21)
- c) Follow of guidelines of institutions of AICTE/UGC(mean =3.01>2.99)
- d) Varying compensation based on students' strength (mean =3.54>3.41)
- e) No specific standards on salary fixation(mean =3.76>3.48)

f) Faculty bonus and hourly pay(mean =3.03>2.96)

g) Indirect compensation such as insurance and paid holidays(mean =3.26>3.17)

For the following variables, the A.M. values were found higher in the perception of faculty members of Gwalior region over faculty members of Mathura region.

a) Feedback consideration of students and management opinion (mean =3.04>2.77)

b) Direct credit of salary to bank account(mean =3.50>3.39)

c) Allowances and other benefits implementation. (mean =3.19>3.04).

Table-4.5
Mean Analysis on Compensation practices

Statement	Region Category	N	Mean	SD	S.E.M.
Compensation package will be uniform among the faculty members.	Mathura	218	3.67	1.289	.087
	Gwalior	218	3.46	1.365	.092
Student and management feedback is considered for deciding the salary and perks.	Mathura	218	2.77	1.466	.099
	Gwalior	218	3.04	1.473	.100
Management follows their own approach in determining the compensation package.	Mathura	218	3.34	1.235	.084
	Gwalior	218	3.21	1.312	.089
Institution follows the AICTE/UGC guidelines.	Mathura	218	3.01	1.128	.076
	Gwalior	218	2.99	1.235	.084

Inception: Field facts

Table-4.5
Mean Analysis on Compensation practices

Statement	Region Category	N	Mean	SD	S.E.M.
Compensation vary based on students' strength	Mathura	218	3.54	1.112	.075
	Gwalior	218	3.41	1.268	.086
No specific standards are maintained in salary fixation	Mathura	218	3.76	1.251	.085
	Gwalior	218	3.48	1.320	.089
Salary are credited directly to bank account of the Faculty member	Mathura	218	3.39	1.206	.082
	Gwalior	218	3.50	1.242	.084
Faculty bonus and hourly pay is fairly implemented.	Mathura	218	3.03	1.218	.082
	Gwalior	218	2.96	1.316	.089
Indirect compensation such as Insurance paid holidays is well followed.	Mathura	218	3.26	1.176	.080
	Gwalior	218	3.17	1.270	.086
Allowances and other benefits are well implemented.	Mathura	218	3.04	1.451	.098
	Gwalior	218	3.19	.791	.054

Inception: Field facts

4.6 Unpaired Two Sample Group t-test results

The Unpaired Two Sample Group t-test is solicited to statistically test the below mentioned hypothesized statement.

H04: Perceptual variation of the faculty members from Gwalior Region and Mathura region is not significant pertaining to compensation practices.

Statement related t-test outcome are compared at 5 percent threshold limit to determine the hypothesis. Results reveal the following observations.

The null hypothesis is disapproved for the following statement.

- a) No specific standards are maintained in salary fixation ($p=0.021 < \alpha = 0.05$)

Null-Hypothesis is accorded for the following statements as quantified probability value was found higher than the significance at 5% level.

- a. Compensation package will be uniform among the faculty members. ($p=0.105 > \alpha = 0.05$)
- b. Student and management feedback is considered for deciding the salary and perks. ($p=0.055 > \alpha = 0.05$)
- c. Management follows their own approach in determining the compensation package. ($p=0.276 > \alpha = 0.05$)
- d. Institution follows the AICTE/UGC guidelines. ($p=0.840 > \alpha = 0.05$)
- e. Compensation vary based on students' strength ($p=0.279 > \alpha = 0.05$)
- f. Salary are credited directly to bank account of the ($p=0.348 > \alpha = 0.05$)

Faculty member

- g. Faculty bonus and hourly pay is fairly implemented. (p=0.597> α =0.05)
- h. Indirect compensation such as Insurance paid holidays are well followed. (p=0.412> α =0.05)
- i. Allowances and other benefits are well implemented. (p=0.177> α =0.05)

Overall results brace the affirmation of null hypothesis. Hence, it is concluded that, Perceptual variation of the faculty members from Gwalior Region and Mathura region is not significant pertaining to compensation practices.

Table-4.6
t-test outcome

Statements		LEV Results		t-statistic results						
		F	p-val	t	U	P-val	AM.Dev	SE Dev	95% CI	
									Low	Highest
Compensation package will be uniform among the faculty members.	EVA	2.628	.106	1.624	434	.105	.206	.127	-.043	.456
	EVNA			1.624	432.595	.105	.206	.127	-.043	.456
Student and management feedback is considered for deciding the salary and perks.	EVA	.015	.902	- 1.923	434	.055	-.271	.141	-.547	.006
	EVNA			- 1.923	433.992	.055	-.271	.141	-.547	.006
Management follows their own approach in determining the compensation package.	EVA	.579	.447	1.090	434	.276	.133	.122	-.107	.373
	EVNA			1.090	432.402	.276	.133	.122	-.107	.373
Institution follows the AICTE/UGC guidelines.	EVA	2.614	.107	.202	434	.840	.023	.113	-.200	.246
	EVNA			.202	430.468	.840	.023	.113	-.200	.246
Compensation vary based on students' strength	EVA	6.720	.010	1.084	434	.279	.124	.114	-.101	.348
	EVNA			1.084	426.713	.279	.124	.114	-.101	.348

Statements		LEV Results		t-statistic results						
		F	p-val	t	U	P-val	AM.Dev	SE Dev	95% CI	
									Low	Highest
No specific standards are maintained in salary fixation	EVA	2.484	.116	2.309	434	.021	.284	.123	.042	.527
	EVNA			2.309	432.737	.021	.284	.123	.042	.527
Salary are credited directly to bank account of the Faculty member	EVA	.164	.685	-.939	434	.348	-.110	.117	-.341	.120
	EVNA			-.939	433.644	.348	-.110	.117	-.341	.120
Faculty bonus and hourly pay is fairly implemented.	EVA	3.004	.084	.529	434	.597	.064	.121	-.174	.303
	EVNA			.529	431.427	.597	.064	.121	-.174	.303
Indirect compensation such as Insurance paid holidays are well followed.	EVA	.937	.334	.822	434	.412	.096	.117	-.134	.327
	EVNA			.822	431.452	.412	.096	.117	-.134	.327
Allowances and other benefits are well implemented.	EVA	112.817	.000	- 1.353	434	.177	-.151	.112	-.371	.069
	EVNA			- 1.353	335.661	.177	-.151	.112	-.372	.069

Inception: Field facts

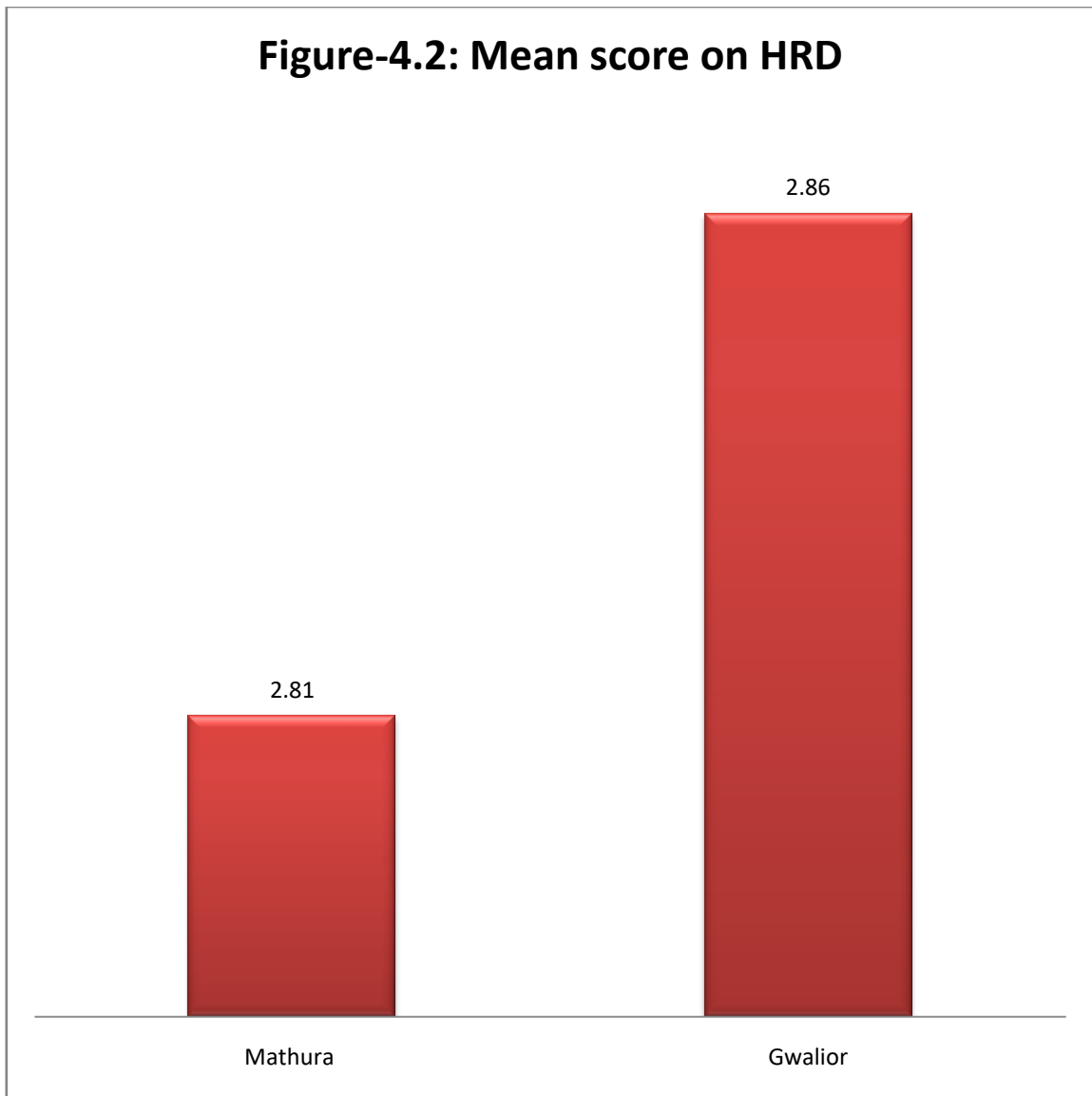
4.7 Comparative study on HRD Practices – Region wise comparison

Region wise comparison of mean scores is made using mean analysis. The results of the mean score obtained for HRD practices implementation manifest that, the mean score of Mathura region is 2.81 which is comparatively lesser than compared to Gwalior region where the mean score is 2.86. Both the scores on a five point rating scale manifest that most of the faculty respondents from both the regions have more disagreement on HRD practices implementation in Higher Educational institutions. The comparison of Standard deviations manifest that, higher variation is observed in Gwalior region(sd = 0.639) in comparison with Mathura region (sd = 0.597).

Table-4.7
Comparative study on HRD Practices – Region wise comparison

Region Category		Overall mean score of HRD					
Mathura	Mean	2.81					
	N	218					
	SD	.597					
Gwalior	Mean	2.86					
	N	218					
	SD	.639					
Total	Mean	2.83					
	N	436					
	SD	.618					
ANOVA Table							
			SS	Df	MS	F	p-val
Overall mean score of HRD * Region Category	BGs	(Combined)	.229	1	.229	.600	.439
	WGs		165.881	434	.382		
	Total		166.110	435			

Inception: Field facts



The ANOVA results manifest that, there is no statistically significant variation between mean scores on HRD for Mathura and Gwalior regions as quantified P-utility using F-test for 1,434 interdependence variables(Df) is $0.439 > \alpha = 0.05$

Chapter-V

MAINTENANCE OF HUMAN RESOURCES – A

COMPARATIVE STUDY

Chapter-V

MAINTENANCE OF HUMAN RESOURCES – A COMPARATIVE STUDY

The chapter presents the perceptions of the faculty members on maintenance function and integration function in the select higher educational institutions. The study presents the Perspicacity of the Faculty members on Employee retention practices, motivational practices and integration practices. Mean analysis is made to compare the mean score achieved for Maintenance function of Human resource management practices. Further, t-test is executed to analyze the perceptual differences at 5 percent threshold limit.

5.1 Perception on Employee Retention practices in Higher Educational Institutions

Employee retention has been one of the major issues faced by both service sector and industry sector. Especially in higher education sector, there is an imperative need for adopting employee retention practices to retain talented staff. Since, the experience and talent of the faculty members are very important for the smooth functioning of the educational institutions, the HRM practices equipped with better retention practices in higher education will help the institution to grow and sustain in the longer periods.

To explore on these statements, 10 statements are contemplated for evaluation of the Perspicacity of the faculty members on implementation of Employee retention practices in Higher Educational Institutions.

Statement related perception is analyzed on a five point rating likert scale on a level of agreedness scale. Weighted mean and standard deviation will be supplemented for further analysis.

With allusion to employee morale, round to 51 proportion of the faculty respondents have assumed about in the educational institution, employee morale are given maximum importance to have positive opinion on the educational institution. With regard to lack of career development, 63 proportion of the faculty respondents have assumed about the career development opportunities are les and these deficiencies are influencing the employees to plan for leaving the job.

The employee relations are very important for the smooth functioning of higher educational institution. With regard to this, 65 proportion of the faculty respondents have assumed about , the relations between employee and employer are fair in the institution. Further, 51 proportion of the faculty respondents have assumed about , due to lack of recognition to faculty members, the faculty members are getting influenced by the tendency to leave.

Work life balance is a crucial parameter will influence the employee/faculty decision to stay or leave from the organization. In related to this, an attempt is made to evaluate Perspicacity of the faculty respondents, results manifest that, 69

proportion of the faculty respondents have assumed about they were able to maintain work life and family life.

With allusion to poor well being, round to 39 proportion of the faculty respondents have disagreed on poor well being influence faculty struggle in the institution. With regard to adequate compensation, 48 proportion of the faculty respondents have disagreement on adequate compensation influence on retention. With allusion to job insecurity, 59 proportion of the faculty respondents have assumed about the job insecurity influence is positive. Further, 49 proportion of the faculty respondents have assumed about institution maintains strategies for faculty retention. Round to 37 proportion of the faculty respondents remained neutral on the statement ' flexibility and security of job is been given for the faculty members.

Statement related comparison weighted mean manifest that, highest mean equivalent to 3.67 observed for the declaration on 'Work life balance is fairly made for retaining the employees' showing the evidence of more positive agreement of the faculty respondents and least mean is scrutinized in case of 'Adequate compensation will influence faculty decision on retention' showing less brace to the statement..

Comparison of standard deviations manifest that, highest sd equivalent to 1.32 is scrutinized for the statement 'Employee employer relations are fair in the institution' showing higher disparity in the Perspicacity of the faculty respondents.

Table-5.1
Perception on Employee Retention practices in Higher Educational Institutions

Sl.No.	Statement	1	2	3	4	5	Total	Mean	SD
1.	Employee morale are given maximum importance in the institution.	55	57	100	171	53	436	3.25	1.21
2.	Lack of career development will effect employee hopping.	50	41	69	212	64	436	3.46	1.19
3.	Employee employer relations are fair in the institution.	50	41	61	143	141	436	3.65	1.32
4.	Lack of recognition to faculty effort will influence tendency to leave.	50	69	91	130	96	436	3.35	1.29
5.	Work life balance is fairly made for retaining the employees.	50	41	44	168	133	436	3.67	1.31
6.	Poor well being influence faculty struggle in the institution.	60	110	96	97	73	436	3.03	1.30
7.	Adequate compensation will influence faculty decision on retention.	56	152	121	55	52	436	2.76	1.19
8.	Job insecurity will influence the faculty decision on retention.	50	41	86	215	44	436	3.37	1.15
9.	Institution maintains strategies for faculty retention.	50	77	97	138	74	436	3.25	1.25
10.	Flexibility and security of job is been given for the faculty members.	50	48	161	98	79	436	3.25	1.21

Inception: Field facts

5.2 T-test outcome

Unpaired Two Sample Group t-test is solicited to analyze the following null hypothesis statement.

H08: Perceptual variation among the faculty members from Mathura region and Gwalior region is not statistically significant pertaining to Employee retention practices. At 434 interdependence variables(Df) and 5 percent threshold limit, quantified P-utility using Unpaired Two Sample Group t-test is compared with $\alpha = 0.05$. Statement related results show the following facts.

Null-Hypothesis is accorded for the following statements.

- i. Employee morale are given maximum importance in the institution. $p=.234 > \alpha=0.05$
- ii. Lack of career development will effect employee hopping. $p=.117 > \alpha=0.05$
- iii. Employee employer relations are fair in the institution. $p=.129 > \alpha=0.05$
- iv. Lack of recognition to faculty effort will influence tendency to leave. $p=.438 > \alpha=0.05$
- v. $p=.$ Work life balance is fairly made for retaining the employees. $p=.115 > \alpha=0.05$
- vi. Poor well being influence faculty struggle in the institution. $p=.174 > \alpha=0.05$
- vii. Adequate compensation will influence faculty decision on retention. $p=.968 > \alpha=0.05$

- viii. Job insecurity will influence the faculty decision on retention. $p=.182 > \alpha=0.05$
- ix. Institution maintains strategies for faculty retention. $p=.620 > \alpha=0.05$
- x. Flexibility and security of job is been given for the faculty members. $p=.527 > \alpha=0.05$

Based on the results of the Hypothesis based results, finally, it is to conclude that, Perceptual variation among the faculty members from Mathura region and Gwalior region is not statistically significant pertaining to Employee retention practices.

Table-5.2

T-test outcome on Employee retention practices

Statement/variable		LEV Test outcome		t-statistic results						
		F	p-val	t	U	p-val	AM.Dev	SE Dev	5% C.L.	
									Low	Upper
Employee morale are given maximum importance in the institution.	EVA	1.027	.311	1.192	434	.234	.138	.115	-.089	.364
	EVNA			1.192	431.976	.234	.138	.115	-.089	.364
Lack of career development will effect employee hopping.	EVA	4.589	.033	1.569	434	.117	.179	.114	-.045	.403
	EVNA			1.569	429.545	.117	.179	.114	-.045	.403
Employee employer relations are fair in the institution.	EVA	6.001	.015	1.521	434	.129	.193	.127	-.056	.442
	EVNA			1.521	429.611	.129	.193	.127	-.056	.442
Lack of recognition to faculty effort will influence tendency to leave.	EVA	.836	.361	.776	434	.438	.096	.124	-.148	.340
	EVNA			.776	432.440	.438	.096	.124	-.148	.340
Work life balance is fairly made for retaining the employees.	EVA	8.012	.005	1.577	434	.115	.197	.125	-.049	.443
	EVNA			1.577	428.632	.115	.197	.125	-.049	.443
Poor well being	EVA	.088	.767	1.361	434	.174	.170	.125	-.075	.415

influence faculty struggle in the institution.	EVNA			1.361	433.704	.174	.170	.125	-.075	.415
Adequate compensation will influence faculty decision on retention.	EVA	.611	.435	.040	434	.968	.005	.114	-.219	.228
	EVNA			.040	432.929	.968	.005	.114	-.219	.228
Job insecurity will influence the faculty decision on retention.	EVA	4.903	.027	1.338	434	.182	.147	.110	-.069	.362
	EVNA			1.338	427.580	.182	.147	.110	-.069	.362
Institution maintains strategies for faculty retention.	EVA	6.158	.013	.496	434	.620	.060	.120	-.177	.296
	EVNA			.496	426.999	.620	.060	.120	-.177	.296
Flexibility and security of job is been given for the faculty members.	EVA	3.708	.055	.634	434	.527	.073	.116	-.154	.301
	EVNA			.634	428.795	.527	.073	.116	-.154	.301

Inception: Field facts

5.3 Perception of Faculty members on Motivation practices in Higher Educational Institutions

The responses of the faculty members from two select regions are evaluated to ascertain the perception on motivation practices using a five point rating scale. Declaration wise A.M. value and SD are enumerated for extensive investigation.. Statement related results are shown below. `Perception of faculty members on motivation through frequent formal meetings manifest that, majority of the faculty respondents, i.e.,43 proportion of the faculty respondents have remained neutral. This manifest that the respondents are not in a positive view regarding formal meetings organized by the management of higher educational institutions.

Perception on faculty on brace of management, 57 proportion of the faculty respondents have assumed disagree appropriating that the Faculty is not well braced by the management. With regard to appreciation to faculty members, around 36 proportion of the faculty respondents have assumed about , well performed faculty members are well appreciated. Whereas round to 43 proportion of the faculty have assumed about faculty is motivated for further studies and career advancement.

With regard to motivation through periodic appraisal, it is scrutinized that, around round to 40 proportion of the faculty respondents have assumed about the faculty have assumed about they were been motivated through periodic appraisal practices of the management. Perception on welfare measures, it is scrutinized that, around 42 proportion of the faculty respondents have assumed about the faculty were not been well motivated through welfare measures.

Perspicacity of the faculty members on brace for improving publications, majority of the faculty respondents, i.e., round to 30 proportion of the faculty have neutral opinion on brace from management towards improving faculty publications. With allusion to faculty members perception on brace for conferences, around 45 proportion of the faculty respondents have disagreed on brace of management to attend conferences and workshops. Perception of faculty members on fair treatment, round to 39 proportion of the faculty respondents have assumed about , Faculty is treated fairly and due importance is given for each faculty at the educational institution.

With allusion to the brace of Head and management, majority of the faculty respondents, i.e., around 43 proportion of the faculty respondents have remained neutral which divulge that the respondents are not well brace by the Head and Management concern on well being. Statement related weighted mean is quantified and the results manifest that the higher A.M. value equivalent to 'Faculty is fairly treated and due importance is given for each faculty.' Which manifest that the Faculty is well positively perceived by the fair treatment to the faculty members.

Whereas least mean equivalent to 2.30 is observed in case of the statement 'Faculty is provided with periodical motivation sessions for increasing the motivation' showing less brace of the faculty members. Statement related standard deviation results manifest that higher value of SD equivalent to 1.36 is observed for the statement 'Faculty is fairly treated and due importance is given for each faculty' showing higher disparity in the Perspicacity of the faculty respondents.

Table-5.3**Perception of Faculty members on Motivation practices in Higher Educational Institutions**

Sl.No.	Statement	1	2	3	4	5	Total	Mean	SD
1.	Faculty is motivated through frequent formal meetings.	62	87	186	76	25	436	2.81	1.07
2.	Faculty is provided with periodical motivation sessions for increasing the motivation.	181	69	103	41	42	436	2.30	1.35
3.	Well performed Faculty is been appreciated.	65	110	104	120	37	436	2.89	1.21
4.	Faculty is motivated for further studies and career advancement.	80	48	122	143	43	436	3.05	1.25
5.	Faculty is motivated through periodic appraisal.	95	39	129	139	34	436	2.95	1.26

Inception: Field facts

Table-5.3 (contd)**Perception of Faculty members on Motivation practices in Higher Educational Institutions**

Sl.No.	Statement	1	2	3	4	5	Total	Mean	SD
6.	Faculty is motivated through welfare measures.	74	109	106	110	37	436	2.83	1.22
7.	Faculty is well braced for improving publications.	83	67	133	103	50	436	2.93	1.27
8.	Faculty is given liberal brace to attend conferences and workshops.\	67	128	149	48	44	436	2.71	1.16
9.	Faculty is fairly treated and due importance is given for each faculty.	48	59	160	23	146	436	3.37	1.36
10.	Head and Management are well concerned about the Faculty well being.	43	60	187	34	112	436	3.26	1.26

Inception: Field facts

5.4 Mean Analysis on Motivational practices in select Regions

Mean analysis is made to compare the mean score obtained from the perception of faculty members from Mathura and Gwalior Regions. For the following statements/variables, the A.M. value for Mathura region is found higher than the Gwalior region.

- a) Periodical motivation sessions for increasing motivation (mean=2.62>1.97)
- b) Appreciation to well performed faculty members (mean=3.06>2.73)
- c) Motivation for further studies and career advancement.(mean=3.08>3.02)
- d) Motivation through periodic appraisal(mean=3.00>2.89)
- e) Motivation through welfare measures(mean=3.02>2.65)
- f) Liberal brace to attend conferences and workshops.(mean=2.88>2.54)

For the following statements/variables, the A.M. value for Gwalior region is found higher than the Mathura region.

- a) Motivation through frequent formal meetings(mean = 2.86>2.75)
- b) Motivation through brace for improving publications(mean=2.94>2.92)
- c) Motivation through fair treatment and due importance is given for each faculty(mean=3.47>3.27)
- d) Motivation through the brace of Head and Management (mean=3.36>3.16)

Table-5.4
Mean Analysis on Motivational Practices

Statement/variable	Region Category	N	Mean	Std. Deviation	Std. Error Mean
Faculty is motivated through frequent formal meetings.	Mathura	218	2.75	1.343	.091
	Gwalior	218	2.86	.685	.046
Faculty is provided with periodical motivation sessions for increasing the motivation.	Mathura	218	2.62	1.432	.097
	Gwalior	218	1.97	1.168	.079
Well performed Faculty is been appreciated.	Mathura	218	3.06	1.222	.083
	Gwalior	218	2.73	1.170	.079
Faculty is motivated for further studies and career advancement.	Mathura	218	3.08	1.323	.090
	Gwalior	218	3.02	1.180	.080
Faculty is motivated through periodic appraisal.	Mathura	218	3.00	1.272	.086
	Gwalior	218	2.89	1.253	.085
Faculty is motivated through welfare measures.	Mathura	218	3.02	1.237	.084
	Gwalior	218	2.65	1.183	.080
Faculty is well braced for improving publications.	Mathura	218	2.92	1.397	.095
	Gwalior	218	2.94	1.128	.076
Faculty is given liberal brace to attend conferences and workshops.	Mathura	218	2.88	1.224	.083
	Gwalior	218	2.54	1.065	.072
Faculty is fairly treated and due importance is given for each faculty.	Mathura	218	3.27	1.428	.097
	Gwalior	218	3.47	1.274	.086
Head and Management are well concerned about the Faculty well being.	Mathura	218	3.16	1.342	.091
	Gwalior	218	3.36	1.156	.078

Inception: Field facts

5.5 t-test outcome on Motivational Practices

Unpaired Two Sample Group t-test is solicited to analyze the following null hypothesis statement.

H09: Perceptual variation among the faculty members from Mathura region and Gwalior region is not statistically significant pertaining to Motivation practices in Higher educational institutions.

At 434 interdependence variables(Df) and 5 percent threshold limit, quantified P-utility using Unpaired Two Sample Group t-test is compared with $\alpha = 0.05$. Statement related results show the following facts.

Null-Hypothesis is accorded for the following statements as quantified probability is higher than α at 5 % threshold limit.

- i. Faculty is motivated through frequent formal meetings. $p=.262 > \alpha=0.05$
- ii. Faculty is motivated for further studies and career advancement. $p=.620 > \alpha=0.05$
- iii. Faculty is motivated through periodic appraisal. $p=.363 > \alpha=0.05$
- iv. Faculty is well braced for improving publications. $p=.880 > \alpha=0.05$
- v. Faculty is fairly treated and due importance is given for each faculty. $p=.120 > \alpha=0.05$
- vi. Head and Management are well concerned about the Faculty well being. $p=.093 > \alpha=0.05$

Whereas, the null hypothesis is disapproved for the following statements as quantified probability is higher than α at 5 % threshold limit.

- | | | |
|-------|--|-------------------------|
| vii. | Faculty is provided with periodical motivation sessions for increasing the motivation. | p=.000 < α =0.05 |
| viii. | Well performed Faculty is been appreciated. | p=.004 < α =0.05 |
| ix. | Faculty is motivated through welfare measures. | p=.001 < α =0.05 |
| x. | Faculty is given liberal brace to attend conferences and workshops. | p=.002 < α =0.05 |

Based on the results of the Hypothesis based results, finally, it is to conclude that, Perceptual variation among the faculty members from Mathura region and Gwalior region is not statistically significant pertaining to majority of the statement leading to motivation practices.

Table-5.5

T-test outcome on Motivational practices

		LEV Test outcome		t-statistic results						
		F	p-val	t	U	p-val	AM.Dev	SE Dev	5% C.L.	
									Low	Upper
Faculty is motivated through frequent formal meetings.	EVA	134.959	.000	-1.123	434	.262	-.115	.102	-.315	.086
	EVNA			-1.123	322.858	.262	-.115	.102	-.316	.086
Faculty is provided with periodical motivation sessions for increasing the motivation.	EVA	16.085	.000	5.205	434	.000	.651	.125	.405	.897
	EVNA			5.205	417.064	.000	.651	.125	.405	.897
Well performed Faculty is been appreciated.	EVA	.046	.830	2.882	434	.004	.330	.115	.105	.556
	EVNA			2.882	433.170	.004	.330	.115	.105	.556

Table-5.5

T-test outcome on Motivational practices

		LEV Test outcome		t-statistic results						
		F	p-val	t	U	p-val	AM.Dev	SE Dev	5% C.L.	
									Low	Upper
Faculty is motivated for further studies and career advancement.	EVA	7.544	.006	.497	434	.620	.060	.120	-.176	.296
	EVNA			.497	428.426	.620	.060	.120	-.176	.296
Faculty is motivated through periodic appraisal.	EVA	.001	.975	.911	434	.363	.110	.121	-.128	.348
	EVNA			.911	433.901	.363	.110	.121	-.128	.348
Faculty is motivated through welfare measures.	EVA	.034	.854	3.205	434	.001	.372	.116	.144	.599
	EVNA			3.205	433.152	.001	.372	.116	.144	.599
Faculty is well braced for improving publications.	EVA	27.095	.000	-.151	434	.880	-.018	.122	-.257	.221
	EVNA			-.151	415.556	.880	-.018	.122	-.257	.221

Table-5.5

T-test outcome on Motivational practices

		LEV Test outcome		t-statistic results						
		F	p-val	t	U	p-val	AM.Dev	SE Dev	5% C.L.	
									Low	Upper
Faculty is given liberal brace to attend conferences and workshops.\	EVA	2.299	.130	3.090	434	.002	.339	.110	.124	.555
	EVNA			3.090	425.896	.002	.339	.110	.123	.555
Faculty is fairly treated and due importance is given for each faculty.	EVA	2.641	.105	-1.557	434	.120	-.202	.130	-.457	.053
	EVNA			-1.557	428.471	.120	-.202	.130	-.457	.053
Head and Management are well concerned about the Faculty well being.	EVA	5.466	.020	-1.682	434	.093	-.202	.120	-.438	.034
	EVNA			-1.682	424.725	.093	-.202	.120	-.438	.034

Inception: Field facts

5.6 Perception of Faculty members on Integration practices

Faculty members are provided a structured questionnaire to solicit the perception on integration practices as part of HRM practices in select higher educational institutions. Perceptions are recorded using 5 point likert scale. Perceptions are analyzed using level of agreedness scale. Using five anchors with a score 1,2,3,4 and 5 are solicited for computing weighted mean and standard deviation is quantified for further analysis.

Perspicacity of the faculty members on integration of HRM policy and practices for better outcome, it is scrutinized that, majority of the faculty respondents, i.e., 46.5 proportion of the faculty have assumed disagree appropriating that the faculty members are not well perceived on integration of HRM policy for achieving better performance outcome of the faculty members.

With regard to management integration, 49 proportion of the faculty have assumed disagree on statement 'management integrates their decisions with the staff'. Pertaining to the declaration on 'performance reports, 46 proportion of the faculty have assumed agree appropriating that the faculty have positively perceived on performance reports considered by the management.

Pertaining to brace of the faculty, majority of the faculty respondents, 42 percent of respondents have assumed about management takes the brace of faculty while filling the admissions.

With regard to student queries, round to around 67 proportion of the faculty have assumed about the student queries are well resolved through well brace of faculty members.

Round to 53 proportion of the faculty have braced to the declaration on 'faculty members also perform administrative responsibilities. Whereas 43 proportion of the faculty have assumed about , management give due priority in policy making with the staff. Declaration on institution level event, it is scrutinized that, 59.4 proportion of the faculty have assumed about the institution will take the brace of faculty members when they organise institution level events. Majority of the faculty respondents, i.e, 35 proportion of the faculty respondents remained neutral on the perception on statement 'faculty are never given liberty to integrate with the management.

With allusion to declaration on combined effort, 75 proportion of the faculty have assumed about success of the institution is considered as combined effort by the management.

Table-5.6

Perception of Faculty members on Integration practices

Sl.No.	Statement	1	2	3	4	5	Total	Mean	SD
1.	HRM policy and practices are well integrated for better outcome.	77	126	85	84	64	436	2.84	1.32
2.	Management integrates their decisions with the staff.	120	94	52	99	71	436	2.79	1.47
3.	Faculty performance reports are well considered by the management.	41	44	149	171	31	436	3.25	1.05
4.	Management takes the brace of faculty while filling the admissions.	38	42	173	153	30	436	3.22	1.01
5.	Students queries are resolved through the brace of faculty.	49	25	70	272	20	436	3.43	1.06

Inception: Field facts

Table-5.6 (contd.)

Perception of Faculty members on Integration practices

Sl.No.	Statement	1	2	3	4	5	Total	Mean	SD
6.	Faculty also performs administrative responsibilities.	65	75	63	135	98	436	3.29	1.38
7.	Management gives due priority in policy making with teh staff.	66	91	89	112	78	436	3.10	1.33
8.	For the conduct of institution level events, institution take the brace of faculty.	45	69	63	179	80	436	3.41	1.24
9.	Faculty are never given liberty to integrate with the management.	49	50	155	93	89	436	3.28	1.23
10.	Success of the institution is considered as combined effort by the management.	25	23	61	179	148	436	3.92	1.10

Inception: Field facts

5.7 Mean Analysis on Integration practices in select Regions

Mean analysis is made to compare the mean score obtained from the perception of faculty members from Mathura and Gwalior Regions. For the following statements/variables, the A.M. value for Mathura region is found higher than the Gwalior region.

- g) Management integrates their decisions with the staff (mean=2.87>2.71)
- h) Faculty performance reports are well considered by the management.
(mean=3.33>3.16)
- i) Management takes the brace of faculty while filling the admissions..(mean=3.22>3.21)
- j) Students' queries are resolved through the brace of faculty.
(mean=3.44>3.43)
- k) Faculty also performs administrative responsibilities. (mean=3.52>3.06)
- l) For the conduct of institution level events, institution take the brace of faculty..(mean=3.60>3.22)
- m) Faculty is never given liberty to integrate with the management.
(mean=3.33>3.24)
- n) Success of the institution is considered as combined effort by the management.(mean=4.17>3.67)

Table-5.7
Mean Analysis on Integration practices in select Regions

Group Statistics					
	Region Category	N	Mean	Std. Deviation	Std. Error Mean
HRM policy and practices are well integrated for better outcome.	Mathura	218	2.79	1.295	.088
	Gwalior	218	2.89	1.355	.092
Management integrates their decisions with the staff.	Mathura	218	2.87	1.448	.098
	Gwalior	218	2.71	1.486	.101
Faculty performance reports are well considered by the management.	Mathura	218	3.33	.956	.065
	Gwalior	218	3.16	1.127	.076
Management takes the brace of faculty while filling the admissions.	Mathura	218	3.22	.993	.067
	Gwalior	218	3.21	1.035	.070
Students queries are resolved through the brace of faculty.	Mathura	218	3.44	1.038	.070
	Gwalior	218	3.43	1.089	.074
Faculty also performs administrative responsibilities.	Mathura	218	3.52	1.267	.086
	Gwalior	218	3.06	1.447	.098
Management gives due priority in policy making with the staff.	Mathura	218	2.89	1.369	.093
	Gwalior	218	3.31	1.268	.086
For the conduct of institution level events, institution takes the brace of faculty.	Mathura	218	3.60	1.116	.076
	Gwalior	218	3.22	1.337	.091
Faculty are never given liberty to integrate with the management.	Mathura	218	3.33	1.073	.073
	Gwalior	218	3.24	1.374	.093
Success of the institution is considered as combined effort by the management.	Mathura	218	4.17	.690	.047
	Gwalior	218	3.67	1.344	.091

Source:Field Study

For the following statements/variables, the A.M. value for Gwalior region is found higher than the Mathura region.

- a) HRM policy and practices are well integrated for better outcome. (mean = 2.89 > 2.79)
- b) Management gives due priority in policy making with the staff. (mean = 3.31 > 2.89)
- c) Integration through fair treatment and due importance is given for each faculty (mean = 3.47 > 3.27)
- d) Integration through the brace of Head and Management (mean = 3.36 > 3.16)

5.8 t-test outcome on Integration Practices

Unpaired Two Sample Group t-test is solicited to analyze the following null hypothesis statement.

H₀: Perceptual variation among the faculty members from Mathura region and Gwalior region is not statistically significant pertaining to Integration practices in Higher educational institutions.

At 434 interdependence variables (Df) and 5 percent threshold limit, quantified P-utility using Unpaired Two Sample Group t-test is compared with $\alpha = 0.05$. Statement related results show the following facts.

Null-Hypothesis is accorded for the following statements as quantified probability is higher than α at 5 % threshold limit.

- i. HRM policy and practices are well integrated for better outcome.

$$p = .427 > \alpha = 0.05$$

- ii. Management integrates their decisions with the staff. $p=.254 > \alpha=0.05$
- iii. Faculty performance reports are well considered by the management. $p=.091 > \alpha=0.05$
- iv. Management takes the brace of faculty while filling the admissions. $p=.887 > \alpha=0.05$
- v. p=Students queries are resolved through the brace of faculty. $p=.893 > \alpha=0.05$
- vi. Faculty are never given liberty to integrate with the management. $p=.461 > \alpha=0.05$

The null hypothesis is disapproved for the following statements as quantified probability is lesser than α at 5 % threshold limit.

- Faculty also perform administrative responsibilities. $p=.000 < \alpha=0.05$
- Management gives due priority in policy making with the staff. $p=.001 < \alpha=0.05$
- For the conduct of institution level events, institution take the brace of faculty. $p=.002 < \alpha=0.05$
- Success of the institution is considered as combined effort by the management. $p=.000 < \alpha=0.05$

Based on the results of the Hypothesis based results, finally, it is to conclude that, Perceptual variation among the faculty members from Mathura region and Gwalior region is not statistically significant pertaining to majority of the statement leading to integration measures.

Table-5.8

T-test outcome on Integration function of HRM practices

		LEV Test outcome		t-statistic results						
		F	p-val	t	U	p-val	AM.Dev	SE Dev	5% C.L.	
									Low	Upper
HRM policy and practices are well integrated for better outcome.	EVA	1.538	.216	-.795	434	.427	-.101	.127	-.350	.149
	EVNA			-.795	433.094	.427	-.101	.127	-.350	.149
Management integrates their decisions with the staff.	EVA	.886	.347	1.142	434	.254	.161	.141	-.116	.437
	EVNA			1.142	433.712	.254	.161	.141	-.116	.437
Faculty performance reports are well considered by the management.	EVA	5.554	.019	1.696	434	.091	.170	.100	-.027	.366
	EVNA			1.696	422.778	.091	.170	.100	-.027	.366
Management takes the brace of faculty while filling the admissions.	EVA	.666	.415	.142	434	.887	.014	.097	-.177	.205
	EVNA			.142	433.271	.887	.014	.097	-.177	.205
Students queries are resolved through the brace of faculty.	EVA	.680	.410	.135	434	.893	.014	.102	-.186	.214
	EVNA			.135	433.000	.893	.014	.102	-.186	.214
Faculty also perform administrative responsibilities.	EVA	7.520	.006	3.522	434	.000	.459	.130	.203	.715
	EVNA			3.522	426.588	.000	.459	.130	.203	.715

Management gives due priority in policy making with teh staff.	EVA	1.811	.179	-3.303	434	.001	-.417	.126	-.666	-.169
	EVNA			-3.303	431.475	.001	-.417	.126	-.666	-.169
For the conduct of institution level events, institution take the brace of faculty.	EVA	18.189	.000	3.189	434	.002	.376	.118	.144	.608
	EVNA			3.189	420.553	.002	.376	.118	.144	.608
Faculty are never given liberty to integrate with the management.	EVA	20.474	.000	.738	434	.461	.087	.118	-.145	.319
	EVNA			.738	409.953	.461	.087	.118	-.145	.319
Success of the institution is considered as combined effort by the management.	EVA	95.241	.000	4.930	434	.000	.505	.102	.303	.706
	EVNA			4.930	323.958	.000	.505	.102	.303	.706

Inception: Field facts

Chapter-VI

**IMPACT OF HRM PRACTICES AND POLICIES ON
ORGANIZATIONAL COMMITMENT**

Chapter- VI

IMPACT OF HRM POLICIES AND PRACTICES ON ORGANIZATIONAL COMMITMENT

The chapter presents the detailed study on organizational Commitment and the perceptions of the Faculty members from two select regions on three select dimensions of Organizational Commitment. Further, the impact analysis is to ascertain the statistical impact of HRM policies and Practices on Organizational Commitment.

6.1 Study on Organizational Commitment

The Organizational Commitment Method is also referred as “Three component models” was introduced by Meyer and Allen⁶⁴ in the year 1997. The model primarily focuses on analyzing the organizational commitment on the basis of the three broad dimensions. The Three components of this model are:

- a) Affective Commitment
- b) Continuance Commitment
- c) Normative Commitment

Affective Commitment: The Affective Commitment is a dimension helps to measure the emotional attempt and bonding to the employee towards the organizations. These include the pleasant feelings, experience of happy and memorable moments, sharing of the positive feelings, affection, generous and positive frame of mind to the organization.

⁶⁴ Meyer, J.P., & Allen, N. J. (1997). Commitment in the workplace. Thousand Oaks, Sage Publications, pp. 118-119.

The Employees with Affective commitment possess high level of affection towards the continuity in the organizations due to strong bonding association with organization to their individual personality.

Continuance Commitment: The continuance commitment⁶⁵ focuses on associating the employee perception on leaving the job from the organization due to extensive analysis on pros and cons of leaving the job. The possible expectations may be fear of losing the job, lack of monetary benefits, poor professional growth, and fear of losing the social relationships and over strictness in the job. The employees with continuance commitment think carefully about the pros of leaving the jobs and cons of leaving the job. Hence, they take decisions whether to leave or stay back in the organization.

Normative Commitment: The normative commitment focuses on analyzing the reality of whether to continue or discontinue from the services. People with normative commitment compare the ethical and unethical obligations to take decision to either to continue or discontinue from the services. People with high normative commitment tend to see the things in a positive frame of mind and they do not carry much emotions and fear of stay or leave from the job in the organizations.

⁶⁵ Meyer, J.P. and Allen, N.J. (1991) 'A Three Component Conceptualization of Organizational Commitment', Human Resource Management Review, April 2002.

6.2 Perception of Respondents on Affective Commitment

Perception of sample respondents, i.e., faculty members working in select higher educational institutions functioning in Mathura and Gwalior region are provided with a questionnaire to solicit the responses on Affective commitment.

To analyze the perceptions of the faculty respondents on Affective Commitment, a sum of 8 statements are formulated focusing on preference to work, experience of pleasant moments, considering of organization's problems, believing on organizational, emotional attachment, identity, positive feelings and feeling of own family.

To understand the perceptions, likert 5 point rating scale is solicited with anchors 1 to 5 are assigned to measure the weighted mean and standard deviation. Sub dimension wise analysis is presented here.

For the declaration on 'Preference to work', majority of the faculty respondents, i.e., have rated NAND which manifest that the respondent remain neutral in the opinion for the statement 'I prefer to work here as long as possible through my career'. For the declaration on experiencing pleasant moments, round to 50 proportion of the faculty respondents have positive agreement and this statement manifest that the respondents have pleasant moments associated with the job, hence they prefer to continue the services.

With regard to considering organizational problems, 56 proportion of the faculty respondents have adjudged 'disagree' appropriating that the respondents not in a view to consider organization's problems as their own problems.

With allusion to believing whether they fit to any organization, round to 42 proportion of the faculty respondents have perceived positively and this manifest that the respondents have assumed about they fit to any organization due to the level of commitment they show towards the work. With regard to emotional attachment, round to , 40 proportion of the faculty respondents have assumed about they are emotionally attached to this organization.

Pertaining to identity excel, round to 40 proportion of the respondents have assumed about they got the recognition and identity to excel in the job by working in the institution. Pertaining to strong sense of positive feelings, 31 proportion of the faculty respondents have assumed about, they experience strong sense of positive feelings in the institution and about 41 proportion of the faculty respondents have disagreed to feel that answerers are part of family of this institution.

Statement related A.M. value is quantified to compare the results. Highest A.M. value equivalent to 3.35 is scrutinized for the statement ‘I experience pleasant moments associated with this job.’ Which manifest that the respondents are positive in opinion about experiencing the pleasant moments associated with the job.

Whereas lest A.M. value equivalent to 2.82 is observed for the statement ‘I prefer to work here as long as possible throughout my career’, which divulge that respondents have disagreement on the statement.

Table-6.1**Perception of Faculty respondents on Dimensions of Organizational Commitment**

Sl.No.	Statement	1	2	3	4	5	Total	Mean	SD
AC1	I prefer to work here as long as possible throughout my career.	65	129	141	70	53	458	2.82	1.20
AC2	I experience pleasant moments associated with this job.	46	68	104	125	93	436	3.35	1.27
AC3	I consider organization's problems as my own problems.	84	159	69	60	64	436	2.68	1.33
AC4	I believe that I can fit to any organization due to my commitment.	62	102	91	101	80	436	3.08	1.33
AC5	I am emotionally attached to this organization.	45	101	115	106	69	436	3.12	1.23
AC6	This Organization has given me the identity to excel.	55	78	129	105	69	436	3.13	1.24
AC7	I experience strong sense of positive feelings in the institution.	67	79	137	105	48	436	2.97	1.22
AC8	I feel I am part of family of this organization.	73	107	89	100	67	436	2.96	1.33

Inception: Field facts

Comparison of standard deviation quantified for each of the 8 statements divulge that the standard deviation is in the range of 1.20 to 1.33, highest value of SD equivalent to 1.33 is scrutinized for the statements, 'I consider organization's problems as my own problems', 'I believe that I can fit to any organization due to my commitment' and 'I feel I am part of family of this organization and these values evince that there is a variation in the Perspicacity of the faculty respondents about these three statements.

6.3 Unpaired Two Sample Group t-test

The Unpaired Two Sample Group t-test is solicited to visualize the following broad null hypothesis statement.

H012: Perceptual variation of Respondents from Mathura and Gwalior region on Affective Commitment is not significant.

The T-test for dependent samples is solicited to visualize the individual hypothesis statements. A sum of 8 statements is solicited to visualize the affective commitment. Statement related results are presented here. The null hypothesis is disapproved for the following null hypothesis statements since quantified P-utility is found less than $\alpha = 0.05$ at 5 % threshold limit.

- a. I prefer to work here as long as possible $P=0.000 < \alpha = 0.05$
throughout my career.
- b. I experience pleasant moments associated with this $P=0.000 < \alpha = 0.05$
job.

- c. I consider organization's problems as my own problems. $P=0.000 < \alpha = 0.05$
- d. I am emotionally attached to this organization. $P=0.026 < \alpha = 0.05$
- e. This Organization has given me the identity to excel. $P=0.034 < \alpha = 0.05$

Null-Hypothesis is accorded for the following null hypothesis statements since quantified P-utility is found more than $\alpha = 0.05$ at 5 % threshold limit.

- a. I believe that I can fit to any organization due to my commitment ($p=0.589 > \alpha = 0.05$).
- b. I experience strong sense of positive feelings in the institution. ($p=0.115 > \alpha = 0.05$).
- c. I feel I am part of family of this organization. ($p=0.121 > \alpha = 0.05$).

Table-6.2
Independent Samples Test outcome

Statement		LV Test		T-test outcome						
		F	P- VAL	t	U	P-val	AM.Dev	SE Dev	5% C.L.	
									Low	Upper
I prefer to work here as long as possible throughout my career.	EVA	76.916	.000	-4.639	434	.000	-.514	.111	-.731	-.296
	EVNA			-4.639	353.841	.000	-.514	.111	-.732	-.296
I experience pleasant moments associated with this job.	EVA	30.447	.000	5.935	434	.000	.693	.117	.463	.922
	EVNA			5.935	394.612	.000	.693	.117	.463	.922
I consider organization's problems as my own problems.	EVA	9.137	.003	-3.923	434	.000	-.491	.125	-.737	-.245
	EVNA			-3.923	426.037	.000	-.491	.125	-.737	-.245
I believe that I can fit to any organization due to my commitment.	EVA	15.523	.000	-.540	434	.589	-.069	.127	-.319	.182
	EVNA			-.540	418.327	.589	-.069	.127	-.319	.182

Inception: Field facts

Table-6.2
Independent Samples Test outcome

Statement		LV Test		T-test outcome						
		F	P- VAL	t	U	P-val	AM.Dev	SE Dev	5% C.L.	
									Low	Upper
I am emotionally attached to this organization.	EVA	14.601	.000	2.232	434	.026	.261	.117	.031	.492
	EVNA			2.232	407.099	.026	.261	.117	.031	.492
This Organization has given me the identity to excel.	EVA	26.607	.000	2.128	434	.034	.252	.119	.019	.485
	EVNA			2.128	402.246	.034	.252	.119	.019	.485
I experience strong sense of positive feelings in the institution.	EVA	46.484	.000	-1.578	434	.115	-.183	.116	-.412	.045
	EVNA			-1.578	393.185	.115	-.183	.116	-.412	.045
I feel I am part of family of this organization.	EVA	18.175	.000	1.554	434	.121	.197	.127	-.052	.447
	EVNA			1.554	416.699	.121	.197	.127	-.052	.447

Inception: Field facts

6.4 Perception of Respondents on Continuous Commitment

Perception of sample respondents, i.e., faculty members working in select higher educational institutions functioning in Mathura and Gwalior region are provided with a questionnaire to solicit the responses on Continuous commitment.

To analyze the perceptions of the faculty respondents on Continuous Commitment, a sum of 8 statements are formulated focusing on staying in organization, building career, working on tasks, role in the organization, developing motivation, affirmation of promotions, source of alternative and utilizing the opportunity. To understand the perceptions, likert 5 point rating scale is solicited with anchors 1 to 5 are assigned to measure the weighted mean and standard deviation. Sub dimension wise analysis is presented here.

For the declaration on 'staying in organization due to benefits', majority of the faculty respondents, i.e., 44 percent have rated agree which manifest that the respondent remain positive in the opinion for the statement 'I stay in this organization due to the benefits that I obtain'. For the declaration on staying in organization to build career, round to 46 proportion of the faculty respondents have positive agreement and this statement manifest that the respondents prefer to stay in the organization in order to build their career.

With regard to work only on the tasks assigned, 42 proportion of the faculty respondents have rated agreed appropriating that the respondents brace the view of the faculty respondents who prefer to work as per the tasks assigned to them. Results also manifest that respondents are not willing to work freely from the

perspective or organizational growth. With allusion to role in the organization, round to 39 proportion of the faculty respondents have perceived positively and this manifest that the respondents have assumed about their role in the organization is limited.

With regard to developing motivation to work based on the benefits, round to , 46 proportion of the faculty respondents have assumed about they are developing motivation to work based on the benefits they get for the work done.

Pertaining to promotions based staying in the organization, round to 46 proportion of the faculty respondents have assumed the they prefer to stay if the promotions are offered to them.

Pertaining to alternative source, 56 proportion of the faculty respondents have assumed about they have no source of alternative to quit the organization. Further, about 41 proportion of the faculty respondents have agreed that if they get better opportunity certainly they prefer to leave the organization.

Statement related A.M. value is quantified to compare the results. Highest A.M. value equivalent to 3.44 is scrutinized for the statement 'I have no source of alternative to quit this organization' which manifest that the respondents are positive in opinion about stay back in the organization till they get better opportunity.

Whereas lest A.M. value equivalent to 3.00 is observed for the statement 'If I get better opportunity certainly, I will leave this organization', which divulge that respondents have neutral opinion on the statement.

Table-6.3**Perception of Faculty respondents on Dimensions of Continuous Commitment**

Sl.No.	Statement	1	2	3	4	5	Total	Mean	SD
CC1	I stay in this organization due to the benefits that I obtain.	59	93	91	103	90	436	3.17	1.34
CC2	I stay in this organization only to build my career.	61	98	74	116	87	436	3.16	1.35
CC3	I work only on the tasks assigned to me.	88	75	87	101	84	435	3.04	1.41
CC4	My role in this organization is limited.	54	91	119	108	64	436	3.08	1.24
CC5	I develop motivation to work based on the benefits I get for my work.	49	76	110	119	82	436	3.25	1.26
CC6	If promotions are offered, I will stay in this organization	67	80	90	119	80	436	3.15	1.34
CC7	I have no source of alternative to quit this organization.	48	55	88	146	99	436	3.44	1.27
CC8	If I get better opportunity certainly I will leave this organization.	82	78	98	116	62	436	3.00	1.33

Inception: Field facts

Comparison of standard deviation quantified for each of the 8 statements divulge that the standard deviation is in the range of 1.24 to 1.41, highest value of SD equivalent to 1.41 is scrutinized for the statement, ‘I work only on the tasks assigned to me.’ and the value of SD evince that there is a variation in the Perspicacity of the faculty respondents about the statement.

6.5 Unpaired Two Sample Group t-test

The Unpaired Two Sample Group t-test is solicited to visualize the following broad null hypothesis statement.

H012: Perceptual variation of Respondents from Mathura and Gwalior region on Continuous Commitment is not significant.

The T-test for dependent samples is solicited to visualize the individual hypothesis statements. A sum of 8 statements is solicited to visualize the Continuous commitment. Statement related results are presented here.

The null hypothesis is disapproved for the following null hypothesis statements since quantified P-utility is found less than $\alpha = 0.05$ at 5 % threshold limit.

- | | |
|--|---------------------------|
| a) I stay in this organization due to the benefits that I obtain. | P=0.012 < $\alpha = 0.05$ |
| b) I work only on the tasks assigned to me. | P=0.025 < $\alpha = 0.05$ |
| c) I develop motivation to work based on the benefits I get for my work. | P=0.000 < $\alpha = 0.05$ |
| d) If promotions are offered, I will stay in this organization | P=0.020 < $\alpha = 0.05$ |
| e) I have no source of alternative to quit this organization. | P=0.000 < $\alpha = 0.05$ |

Null-Hypothesis is accorded for the following null hypothesis statements since quantified P-utility is found more than $\alpha = 0.05$ at 5 % threshold limit. I stay in this organization only to build my career. ($p = 0.178 > \alpha = 0.05$).

a. My role in this organization is limited. ($p = 0.132 > \alpha = 0.05$).

b. If I get better opportunity certainly I will leave this organization. ($p = 0.388 > \alpha = 0.05$).

Table-6.4
Unpaired Two Sample Group t-test

Statement		LV Test		T-test outcome						
		F	P-VAL	t	U	P-val	AM.Dev	SE Dev	5% C.L.	
									Low	Upper
I stay in this organization due to the benefits that I obtain.	EVA	1.260	.262	2.519	434	.012	.321	.127	.071	.572
	EVNA			2.519	429.677	.012	.321	.127	.071	.572
I stay in this organization only to build my career.	EVA	.123	.726	1.348	434	.178	.174	.129	-.080	.429
	EVNA			1.348	432.261	.178	.174	.129	-.080	.429
I work only on the tasks assigned to me.	EVA	3.486	.063	2.242	434	.025	.312	.139	.038	.585
	EVNA			2.242	425.924	.025	.312	.139	.038	.585
My role in this organization is limited.	EVA	27.827	.000	1.510	434	.132	.179	.119	-.054	.412
	EVNA			1.510	401.309	.132	.179	.119	-.054	.412
I develop motivation to work based on the benefits I get for my work.	EVA	13.318	.000	4.058	434	.000	.482	.119	.248	.715
	EVNA			4.058	409.929	.000	.482	.119	.248	.715

Table-6.4 (contd)
Unpaired Two Sample Group t-test
Independent Samples Test

Statement		LV Test		T-test outcome						
		F	P-VAL	t	U	P-val	AM.Dev	SE Dev	5% C.L.	
									Low	Upper
If promotions are offered, I will stay in this organization	EVA	1.915	.167	2.341	434	.020	.298	.127	.048	.549
	EVNA			2.341	429.745	.020	.298	.127	.048	.549
I have no source of alternative to quit this organization.	EVA	46.104	.000	5.988	434	.000	.702	.117	.471	.932
	EVNA			5.988	389.939	.000	.702	.117	.471	.932
If I get better opportunity certainly I will leave this organization.	EVA	5.142	.024	-.864	434	.388	-.110	.127	-.361	.140
	EVNA			-.864	429.324	.388	-.110	.127	-.361	.140

Inception: Field facts

6.6 Perception of Respondents on Normative Commitment

Perception of sample respondents, i.e., faculty members working in select higher educational institutions functioning in Mathura and Gwalior region are provided with a questionnaire to solicit the responses on Normative commitment.

To analyze the perceptions of the faculty respondents on Normative Commitment, a sum of 8 statements are formulated focusing on worse of present market, concern about future growth, strong academic brace, experiencing lack of brace, continuing the services, rewards and value and brace of the organization. To understand the perceptions, likert 5 point rating scale is solicited with anchors 1 to 5 are assigned to measure the weighted mean and standard deviation. Sub dimension wise analysis is presented here.

For the declaration on 'continuing the service as the present market is worse', majority of the faculty respondents, i.e., 40 percent have rated agree which manifest that the respondent remain positive in the opinion for the statement present market is worse, hence I would like to stay back'. For the declaration on concern about the future growth, round to 43 proportion of the faculty respondents have positive agreement and this statement manifest that the respondents are more concerned about the future and hence they would like to settle at the institution.

With regard to strong academic brace, 54 proportion of the faculty respondents have rated agreed appropriating that the respondents brace the view of the faculty respondents that strong academic brace insist them to stay back in the institution. Results also manifest that respondents prefer to work in the institution

due to the strong academic brace they get in the institution. With allusion to sense of lack of brace, round to 51 proportion of the faculty respondents have assumed about they are experiencing the lack of brace.

With regard to continuing the services till individual career goal is achieved, round to , 31 proportion of the faculty respondents have neutral opinion on the statement.

Pertaining to continuing the services as long as organization gives importance, round to 52 proportion of the faculty respondents have assumed the they prefer to continue the services as long as the organization gives importance to them.

Pertaining to rewards, 43 proportion of the faculty respondents have assumed about the rewards are good for continuing in the organization. Further, about 49 proportion of the faculty respondents have agreed that the value and brace of the organization is insisting them to continue the services.

Statement related A.M. value is quantified to compare the results. Highest A.M. value equivalent to 3.35 is scrutinized for the statement ‘strong academic brace insists me to stay back here’ and ‘I am experiencing the sense of lack of brace’ which manifest that the respondents are positive in opinion about strong academic brace.

Whereas least A.M. value equivalent to 2.99 is observed for the statement ‘I continue my services till I reach my individual career goal’, which divulge that respondents have disagree opinion on the statement.

Table-6.5**Perception of Faculty respondents on Dimensions of Normative Commitment**

Sl.No.	Statement	1	2	3	4	5	Total	Mean	SD
NC1	Present market is worse, hence I would like to stay back.	58	119	85	109	65	436	3.01	1.29
NC2	I am more concerned about future growth, hence I settle here.	47	95	105	107	82	436	3.19	1.27
NC3	Strong academic brace insists me to stay back here.	49	79	72	144	92	436	3.35	1.30
NC4	I am experiencing the sense of lack of brace.	49	66	95	134	92	436	3.35	1.28
NC5	I continue my services till I reach my individual career goal.	59	94	136	88	59	436	2.99	1.23
NC6	I continue my services as long as organization gives importance to me.	47	71	87	148	83	436	3.34	1.26
NC7	The rewards are good for continue here.	92	67	89	127	61	436	3.00	1.36
NC8	Value and brace of the organization insist me to continue my services.	64	73	83	115	101	436	3.27	1.37

Inception: Field facts

Comparison of standard deviation quantified for each of the 8 statements divulge that the standard deviation is in the range of 1.23 to 1.37, highest value of SD equivalent to 1.37 is scrutinized for the statement, 'Value and brace of the organization insist me to continue my services' and the value of SD evince that there is a variation in the Perspicacity of the faculty respondents about the statement.

6.7 Unpaired Two Sample Group t-test outcome on Normative Commitment

The Unpaired Two Sample Group t-test is solicited to visualize the following broad null hypothesis statement.

H012: Perceptual variation of Respondents from Mathura and Gwalior region on Normative Commitment is not significant.

The T-test for dependent samples is solicited to visualize the individual hypothesis statements. A sum of 8 statements is solicited to visualize the Normative commitment. Statement related results are presented here.

The null hypothesis is disapproved for the following null hypothesis statements since quantified P-utility is found less than $\alpha = 0.05$ at 5 % threshold limit.

- a. I am more concerned about future growth, hence I settle here $P=0.019 < \alpha = 0.05$
- b. Strong academic brace insist me to sty back here $P=0.000 < \alpha = 0.05$
- c. I am experiencing the sense of lack of brace. $P=0.000 < \alpha = 0.05$

- d. I continue my services as long as organization gives importance to me. $P=0.000 < \alpha = 0.05$

Null-Hypothesis is accorded for the following null hypothesis statements since quantified P-utility is found more than $\alpha = 0.05$ at 5 % threshold limit.

- d. Present market is worse; hence I would like to stay back. ($p=0.710 > \alpha = 0.05$).
- e. I continue my services till I reach my individual career goal. ($p=0.876 > \alpha = 0.05$).
- f. The rewards are good for continue here. ($p=0.779 > \alpha = 0.05$).

Table-6.6

Unpaired Two Sample Group t-test outcome on Normative Commitment

Statement		LV Test		T-test outcome						
		F	P-VAL	t	U	P-val	AM.Dev	SE Dev	5% C.L.	
									Low	Upper
Present market is worse, hence I would like to stay back.	EVA	4.954	.027	.372	434	.710	.046	.123	-.197	.288
	EVNA			.372	423.345	.710	.046	.123	-.197	.288
I am more concerned about future growth, hence I settle here.	EVA	10.228	.001	2.348	434	.019	.284	.121	.046	.522
	EVNA			2.348	415.758	.019	.284	.121	.046	.522
Strong academic brace insist me to stay back here.	EVA	33.795	.000	6.518	434	.000	.775	.119	.541	1.009
	EVNA			6.518	399.692	.000	.775	.119	.541	1.009

Table-6.6 (contd)

Unpaired Two Sample Group t-test outcome on Normative Commitment

Statement		LV Test		T-test outcome						
		F	P- VAL	t	U	P-val	AM.Dev	SE Dev	5% C.L.	
									Low	Upper
I am experiencing the sense of lack of brace.	EVA	31.018	.000	4.683	434	.000	.560	.119	.325	.794
	EVNA			4.683	399.601	.000	.560	.119	.325	.795
I continue my services till I reach my individual career goal.	EVA	31.916	.000	-.156	434	.876	-.018	.118	-.249	.213
	EVNA			-.156	404.647	.876	-.018	.118	-.249	.213
I continue my services as long as organization gives importance to me.	EVA	28.968	.000	5.215	434	.000	.610	.117	.380	.840
	EVNA			5.215	400.290	.000	.610	.117	.380	.840
The rewards are good for continue here.	EVA	4.133	.043	.281	434	.779	.037	.131	-.220	.293
	EVNA			.281	428.894	.779	.037	.131	-.220	.293
Value and brace of the organization insist me to continue my services.	EVA	4.727	.030	4.276	434	.000	.550	.129	.297	.803
	EVNA			4.276	427.610	.000	.550	.129	.297	.804

Inception: Field facts

6.8 Mean Analysis on Employee Commitment to Organization(Higher Educational Institution) among the select regions

Comparison of means for the three select dimensions, i.e., Affective commitment, Continuance Commitment and Normative Commitment is made and region wise aggregate means are enumerated to analyze the influence of each of the 3 select organizational commitments. For a sample of 218 respondents each from Mathura region and Gwalior region, the following observations are found.

- a) The aggregate mean achieved for Mathura region related to Affective commitment is 3.07, related to continuance commitment is 3.38 and related to Normative commitment is 3.35. Comparison of means clearly manifest that the respondents from Mathura region are more influenced by Continuance commitment.
- b) The aggregate mean achieved for Gwalior region relate to Affective commitment is 3.00, related to continuance commitment is 3.20 and related to Normative commitment is 3.01. Comparison of means clearly manifest that the respondents from Gwalior region are more influenced by Continuance commitment.
- c) Overall results manifest that the on an aggregate, the sample representatives are more convinced by Continuance Commitment where the A.M. value equivalent to 3.29 in comparison with Normative Commitment (equivalent to 3.18) and Affective Commitment(equivalent to 3.04).

Table-6.7

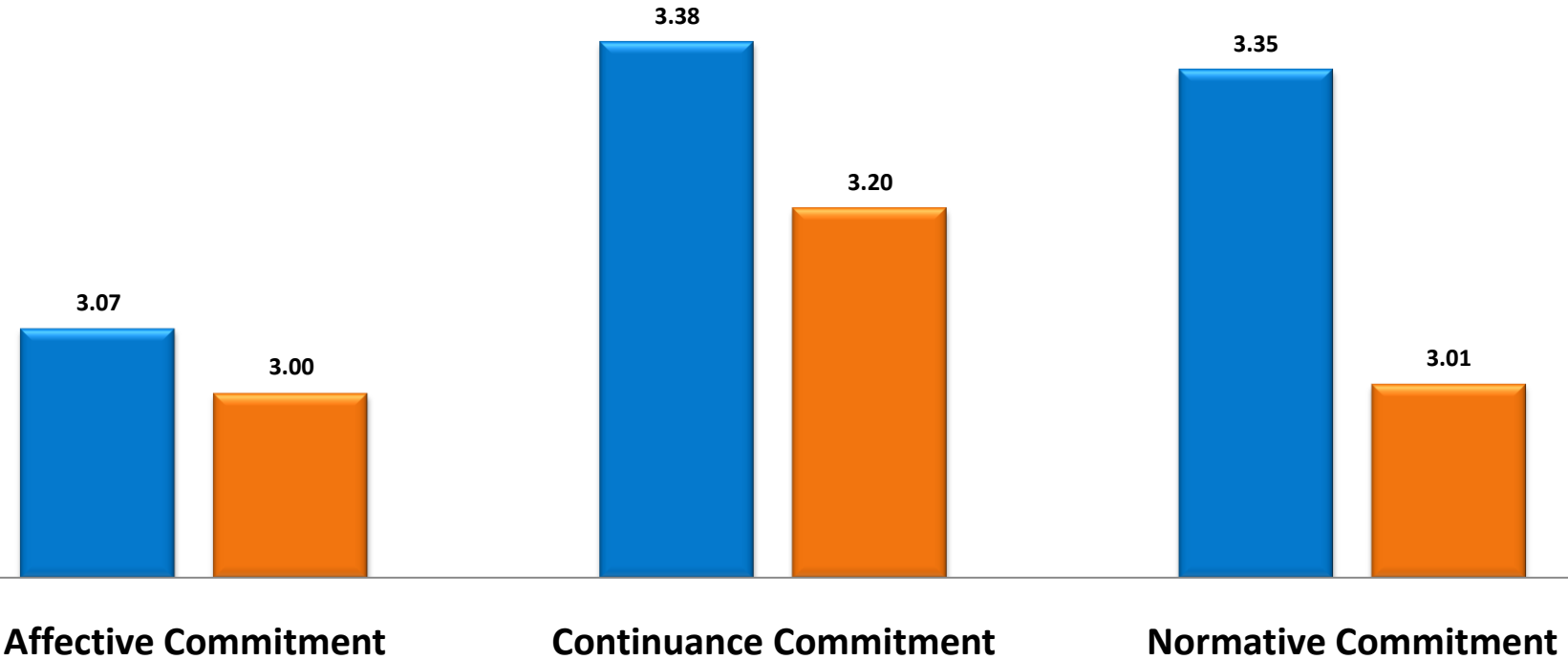
Mean Analysis on Employee Commitment to Organization(Higher Educational Institution) among the select regions

Region Category		Overall mean score on Affective Commitment	Overall mean score on Continuance Commitment	Overall mean score on Normative Commitment
Mathura	Mean	3.07	3.38	3.35
	N	218	218	218
	λ	.401	.548	.636
Gwalior	Mean	3.00	3.20	3.01
	N	218	218	218
	λ	.859	.726	.875
Total	Mean	3.04	3.29	3.18
	N	436	436	436
	λ	.670	.649	.783

Inception: Field facts

Figure-6.1: Mean Analysis on Organizational Commitment- Comparative Study

■ Mathura ■ Gwalior



6.9 Correlation Results

The correlation coefficient is solicited with a view to visualize the interrelationship between each of the three dimensions of Organizational Commitment. For a total sample size of 436 respondents and 5 percent threshold limit, the following are key observations.

Table-6.8

Correlation Results on Organizational Commitment

Dimension		Overall mean score on Affective Commitment	Overall mean score on Continuance Commitment	Overall mean score on Normative Commitment
Overall mean score on Affective Commitment	R-val	1	.679**	.798**
	P-val		.000	.000
	N	436	436	436
Overall mean score on Continuance Commitment	R-val	.679**	1	.712**
	P-val	.000		.000
	N	436	436	436
Overall mean score on Normative Commitment	R-val	.798**	.712**	1
	P-val	.000	.000	
	N	436	436	436

- a) Between Affective Commitment and Continuance Commitment, the quantified r value equivalent to 0.679 and the results found significance at 5% level ($p=0.000 < \alpha=0.05$).
- b) Between Affective Commitment and Normative Commitment, the quantified r value equivalent to 0.798 and the results found significance at 5% level ($p=0.000 < \alpha=0.05$).
- c) Between Continuance Commitment and Normative Commitment, the quantified r value equivalent to 0.712 and the results found significance at 5% level ($p=0.000 < \alpha=0.05$).

6.10 Analysis on impact of HRM practices on Organizational Commitment

To analyze the statistical impact of the HRM practices including select HRM dimensions on Organizational commitment, Linear-Regression method is solicited to establish statistical impact between the regressands(Organizational Commitment) and in regressands(manpower planning, procurement, motivation, integration, HRD, compensation, retention). Enter method is solicited to visualize the statistical results.

H0: Impact of dimensions of HRM Practices on Organizational Commitment was not statistically Significant.

Table-6.9 manifest that the quantified r value is 0.403 which evince that there is a positive correlation exist between organizational commitment and HRM practices. The quantified r^2 is 0.162 which manifest that the 16.2 proportion of the

variance in the regress and is explained by the in regressands. The results of F-value at 7,428 interdependence variables (Df) is 0.000 which is lesser than 1 percent threshold limit. Test outcome manifest that the impact between organizational commitment and HRM dimensions are statistically found significant.

Results of Regression coefficient manifest that, The constant factors are negatively affecting the organizational commitment. The constant factors are statistically found not significant. Unit change in manpower planning is influence 0.535 times on organizational commitment. Manpower planning is found significant influencing the organizational commitment. Unit change in procurement resulting 0.316 times on organizational commitment and the impact of procurement on organizational commitment is found statistically significant. Unit change in HRD measures influencing 0.231 times on Organizational commitment. Result found significant.

Unit change in employee retention influencing 0.231 times on Organizational commitment. The impact of HRD practices on Organizational commitment found statistically significant. Unit change in the compensation is influencing -0.041 times on Organizational commitment and the result found not significant. The motivation is influencing 0.088 times on organizational commitment and the result found not significant. Unit change in integration ins influencing 0.140 times on organizational commitment. Result found significant.

Overall, it is to conclude that Manpower planning, procurement HRD practices, retention and integration practices are show remarkable impact on Organizational Commitment.

Table-6.9
Results of Linear-Regression

Method Summary						
Method	R	R²	Adjusted R²		S.E.E.	
1	.403 ^a	.162	.149		.664	
a. IVs: (Constant), Integration, motivation, procurement, Manpower planning, HRD, Compensation, Employee retention						
ANOVA^a						
Method		SS	U	M.S.	F	P-VAL
1	Regression	36.589	7	5.227	11.839	.000 ^b
	Residual	188.960	428	.441		
	Total	225.548	435			
a. DV: Organizational Commitment						
b. IVs: (Constant), Integration, motivation, procurement, Manpower planning, HRD, Compensation, Employee retention						
Coefficients^a						
Method		USC		SC	t	P-VAL
		B	Std. Error	Beta		
1	(Constant)	-.970	.656		-1.480	.140
	Manpower planning	.535	.065	.367	8.222	.000
	procurement	.316	.150	.094	2.112	.035
	Overall mean score of HRD	.231	.077	.199	3.003	.003
	Overall Employee retention	.151	.055	.240	2.776	.006
	Compensation	-.041	.068	-.044	-.608	.544
	motivation	.088	.054	.072	1.622	.106
	Integration	.140	.066	.095	2.130	.034
a. DV: Organizational commitment						

Inception: Field facts

6.11 Relationship between HRM practices and Organizational Commitment

The below mentioned hypothesized statement is examined using Pearson Correlation coefficient. Results are compared with 1 percent threshold limit.

H0: Relationship between HRM practices and Organizational Commitment was not significant.

Results show the correlation between HRM dimensions and Organizational Commitment

Karl Pearson Correlation coefficient is solicited to visualize the results. The relationship between the variables is tested at 1 percent threshold limit.

- a) Relationship between manpower planning and Procurement show positive correlation ($r=0.474$) and the relationship was statistically found significant ($p=0.000 < \alpha=0.01$).
- b) Relationship between manpower planning and HRD show positive correlation ($r=0.179$) and the relationship was statistically found significant ($p=0.000 < \alpha=0.01$).
- c) Relationship between manpower planning and Employee retention show low degree of positive correlation ($r=0.077$) and the relationship was statistically found no significant ($p=0.109 > \alpha=0.01$).
- d) Relationship between manpower planning and motivation show positive correlation ($r=0.256$) and the relationship was statistically found significant ($p=0.000 < \alpha=0.01$).

Table-6.10
Results of Correlation

Variable		Manpower planning	procurement	HRD	Compensation	Employee retention	motivation	Integration	commitment
Manpower planning	R-val	1	.474**	.286**	.179**	.077	.256**	.310**	.347**
	P-VAL		.000	.000	.000	.109	.000	.000	.000
	N		436	436	436	436	436	436	436
procurement	R-val		1	.395**	.314**	.189**	.371**	.444**	.374**
	P-VAL			.000	.000	.000	.000	.000	.000
	N			436	436	436	436	436	436
Overall mean score of HRD	R-val			1	-.345**	-.515**	.194**	.264**	.230**
	P-VAL				.000	.000	.000	.000	.000
	N				436	436	436	436	436
Compensation	R-val				1	.806**	.162**	.128**	.173**
	P-VAL					.000	.001	.008	.000
	N					436	436	436	436
Overall Employee retention	R-val					1	.142**	.076	.132**
	P-VAL						.003	.114	.006
	N						436	436	436
motivation	R-val						1	.343**	.191**
	P-VAL							.000	.000
	N							436	436
Integration	R-val							1	.245**
	P-VAL								.000
	N								436
commitment	R-val								1
	P-VAL								
	N								

Inception: Field facts

- e) Relationship between manpower planning and integration show positive correlation ($r=0.310$) and the relationship was statistically found significant ($p=0.000 < \alpha=0.01$).
- f) Relationship between manpower planning and Organizational commitment show positive correlation ($r=0.374$) and the relationship was statistically found significant ($p=0.000 < \alpha=0.01$).
- g) Correlation between Procurement of human resources and HRD show positive correlation ($r=0.395$) and the result manifest that the relationship between these variables was statistically significant ($p=0.000 < \alpha=0.01$).
- h) Correlation between Procurement of human resources and compensation show positive correlation ($r=0.314$) and the result manifest that the relationship between these variables was statistically significant ($p=0.000 < \alpha=0.01$).
- i) Correlation between Procurement of human resources and employee retention show positive correlation ($r=0.189$) and the result manifest that the relationship between these variables was statistically significant ($p=0.000 < \alpha=0.01$).
- j) Correlation between Procurement of human resources and motivation show positive correlation ($r=0.371$) and the result manifest that the relationship between these variables was statistically significant ($p=0.000 < \alpha=0.01$).
- k) Correlation between Procurement of human resources and integration evince positive correlation ($r=0.444$) and the result manifest that the relationship between these variables was statistically significant ($p=0.000 < \alpha=0.01$).
- l) Correlation between Procurement of human resources and organizational commitment evince positive correlation ($r=0.374$) and the result manifest that

the relationship between these variables was statistically significant ($p=0.000 < \alpha=0.01$).

- m) Results of correlation between HRD practices and employee retention show negative correlation ($r=-0.345$) and the results show the relationship between these variables is statistically significant ($p=0.000 < \alpha=0.01$).
- n) Results of correlation between HRD practices and motivation show negative correlation ($r=-0.345$) and the results show the relationship between these variables is statistically significant ($p=0.000 < \alpha=0.01$).
- o) Results of correlation between HRD practices and integration practices show positive correlation ($r=0.264$) and the results show the relationship between these variables is statistically significant ($p=0.000 < \alpha=0.01$).
- p) Results of correlation between HRD practices and organizational commitment show positive correlation ($r=0.230$) and the results show the relationship between these variables is statistically significant ($p=0.000 < \alpha=0.01$).
- q) Correlation between compensation of human resources and employee retention practices show positive correlation ($r=0.806$) and the result manifest that the relationship between these variables was statistically significant ($p=0.000 < \alpha=0.01$).
- r) Correlation between compensation of human resources and employee retention practices show positive correlation ($r=0.162$) and the result manifest that the relationship between these variables was statistically significant ($p=0.001 < \alpha=0.01$).

- s) Correlation between compensation of human resources and motivation practices show positive correlation ($r=0.128$) and the result manifest that the relationship between these variables was statistically significant ($p=0.001 < \alpha=0.01$).
- t) Correlation between employee retention and motivation practices show positive correlation ($r=0.142$) and the result manifest that the relationship between these variables was statistically significant ($p=0.003 < \alpha=0.01$).
- u) Correlation between employee retention and motivation practices show positive correlation ($r=0.076$) and the result manifest that the relationship between these variables was not statistically significant ($p=0.114 > \alpha=0.01$).
- v) Correlation between employee retention and organizational commitment show positive correlation ($r=0.132$) and the result manifest that the relationship between these variables is statistically significant ($p=0.006 < \alpha=0.01$).
- w) Correlation between motivation practices and integration practices show positive correlation ($r=0.343$) and the result manifest that the relationship between these variables is statistically significant ($p=0.000 < \alpha=0.01$).
- x) Correlation between integration practices and organizational commitment show positive correlation ($r=0.245$) and the result manifest that the relationship between these variables is statistically significant ($p=0.000 < \alpha=0.01$).
- y) Correlation between integration practices and organizational commitment show positive correlation ($r=0.245$) and the result manifest that the relationship between these variables is statistically significant ($p=0.000 < \alpha=0.01$).

Chapter-VII

CONCLUSIONS AND SUGGESTIONS

Chapter-VII

CONCLUSIONS AND SUGGESTIONS

The chapter presents the key observations determined from the chapters and conclusions are derived from the survey are presented here. Suggestions are recommended for improvement of HRM policies and practices of Higher Educational institutions with special reference to Mathura and Gwalior regions. The conclusions are presented below.

7.1 Conclusion s from the study on significance of HRM practices

1. The study on effectiveness of HRM practices in education sector divulge that, for effective pplanning for present and future requirement of manpower, staffing the manpower, directing and guiding the manpower and coordinating the manpower, there is a significant need for the implementation of HRM practices.
2. The education sector requires intellectuality, commitment and dedication, hence, fulfilling these requirements require the assistance of HRM practices and implementation of function for proper planning of human resources for the effective development of the educational institutions.
3. Study on issues of HRM policies in Higher Education Sector divulge that, Human resources and their management play a vital role in the development of a nation.
4. Effective management of human resources helps to speed up the process of economic growth which in turn leads to higher standards of living and fuller employment.

5. Madhya Pradesh Higher Education Department is one among the departments, constantly striving to make the youth studying in the educational institutions physically, mentally and spiritually strong and energetic, along with this the cultural, social, moral engagement values.
6. The 2022-2023 financial year data extracted from Ministry of Higher Education, Government of Madhya Pradesh reveals a sum of 14,85,457 students are enrolled for Higher education programmes. These students are pursuing in 299 popular courses made available in 56 universities situated in Madhya Pradesh state.

7.2 Conclusions from the study on Overview of Higher Education in Mathura and Gwalior Regions

The following are key observations of the study.

1. The study on education growth in Madhya Pradesh State divulge that, results show right from inception of first university in the state of Madhya Pradesh state to 2020 period, the growth of universities are presented in four phases.
2. The total number of universities in Madhya Pradesh state has been increased to 14 universities, the period between 2000 to 2020 was considered as the most growth achieved phase for the rise of universities and higher education in the state of Madhya Pradesh.
3. Profile of Private Universities in Madhya Pradesh State reveals that, Madhya Pradesh state has been received the status as one of the few universities in India where the presence of private universities have been highest.

4. Year wise comparison manifest that, years 2011, 2015, 2018 were shown being the presence of higher number of new private universities. Only in the year 2012, there was no new establishment of private university.
5. Category of Universities in Madhya Pradesh State manifest that is highest and it represents round to 69 percent. The proportion of State universities in the state is 27.12 percent. Both Central and Deemed universities presence is round to 2 percent. In terms of number, private universities representation is 41 which are highest.
6. Courses under Higher Education offered in Madhya Pradesh State manifest that, from 2023-2024 academic years, the Department has brought a centralized admission control procedure through bringing a portal titled e-pravesh.
7. Profile of Gwalior Region manifest that, the district has the historic evolution of being largest capital in Central India in between 14948 to 1956. The district is well known for the Gwalior fort which was constructed way back in 8th century AD by King Suraj Sen.
8. Demographic Profile of Gwalior District that, district has a total geographic area of 4560 Square Kilometre and among the total width 26.16 proportion of the area was covered with forest.
9. The total population of the district is 20,32,036 among them 10,90,327 are male and 9,41,709 are female. The urban population represent 12,73,792 and rural population represent 7,58,244.

10. As per the census reports, the literacy rate of the district is 76.65 percent and child population of the district is 2,61,418. The district has represented a population growth of 24.50 percent and the sex ratio per 100 are 864.
11. Among the total institutions functioning in Gwalior District, a sum of 4 institutions are functioning as Minority institutions and one institution is working as Women institution.
12. Round to 72 percent of total institutions functioning in the Gwalior region. Whereas 5 institutions are registered as Girls only institutions. They represent around 8 percent. The other forms of institutions represent 20 percent.
13. Brief study on Education Profile in Uttar Pradesh State divulge that, round to 7 proportion of the universities are Central Universities, round to 43 proportion of the universities are State Universities, around 11 percent are Deemed to be Universities and 39 percent are Private Universities.
14. Profile of Mathura Region manifest that, Mathura was been considered as the capital of Susena Kingdom formed in the 6th Century BC. The city was lead by many kings. Maurya empire ruled this city followed by Indo-Greeks, Kushans.
15. Demographic Profile of the Mathura District divulge that, district is governed by 5 Tehsils, 10 blocks, 15 Nagar Nigam/Nagar Palika. Nagar Panchayat, 22 police stations and 504 Gram Panchayat. The Tehsils include Mathura, Mahavan, Chhata, Mant and Goverdhan.
16. Higher Educational Institutions functioning in Mathura District manifest that, a sum of 32 institutions are functioning as private self financing institutions, 2 institutions are functioning as Government aided and one institution is

functioning as Government higher educational institution. Overall 35 institutions are functioning in the Mathura district of Uttar Pradesh state.

17. Profile of Educational Institutions in Mathura District manifest that, 34 institutions out of 35 institutions, i.e., 97 percent of institutions are functioning as co education institutions.

7.3 Conclusions from the study on Manpower Planning and Procurement of Human Resources – A Comparative Study

The following are key observations of the study.

1. Round to 44 proportion of the faculty respondents are in the group of less than 30 years, 23 proportion of the faculty respondents are in the age group of 30-40 years. Chi-square statistically concluded that, there is remarkable Interdependence between Faculty region and age category of the faculty respondents.
2. Region wise responses recorded manifest that, round to 64 proportion of the faculty members working in Mathura region have PG qualification and 21 proportion of the faculty respondents possess M.Phil qualification and 15 proportion of the faculty respondents possess Ph.D qualification.
3. From Gwalior region, it is to understand that, round to 60 proportion of the faculty members working in Gwalior region have PG qualification and 21 proportion of the faculty respondents possess M.Phil qualification and 19 proportion of the faculty respondents possess Ph.D qualification.

4. Designation of Sample Respondents manifest that, 274 respondents representing about 63 percent are working as Assistant Professor, 27 percent working as Associate Professor and 10 percent are working as Professor.
5. Department wise Distribution of Respondents divulge that, 24 proportion of the faculty respondents are executed from Pharmacy department, 40 percent are executed from Engineering Department and 36 proportion of the faculty respondents are executed from MBA department.
6. Job type wise Distribution of Respondents manifest that, a sum of 270 respondents are working in Regular mode, 20 percent are working in Contractual mode and 18 percent are working in Part-time/Guest Faculty mode. Results conclude that majority of the sample representatives are working Regular mode at select higher educational institutions.
7. Experience Analysis of Sample Respondents manifest that, 270 respondents summing about 62 percent possess less than 10 years of experience, 91 respondents representing about 21 percent possess 10-20 years experience and 75 respondents representing about 17 percent possess 20 years and above experience.
8. Institution wise classification of Respondents manifest that, 160 respondents representing about 37 percent are working in Autonomous/University cadre institution and 276 respondents representing about 63 percent are working Private aided institution.

9. Marital Status of Respondents divulge that, 239 respondents representing about 55 percent are married and 276 respondents representing about 63 percent are unmarried.
10. Perception of Faculty Respondents on Manpower planning of Human Resources in Higher Educational Institutions manifest that, majority of the faculty respondents is neutral to the declaration on 'institution has well formulated vision for planning for faculty'.
11. With regard to workload analysis, round to 60.5 proportion of the faculty respondents have adjudged 'disagree' appropriating that the respondents have disagreement on assessment of work load analysis by the institution management and forecasting process of manpower planning for institution requirements.
12. With regard to planning for faculty as per norms, round to 60 proportion of the faculty respondents have adjudged 'disagree' which indicates that the respondents are showing the disagreement to the approach of the management planning for the manpower as per the UGC/AICTE norms.
13. With regard to management action on faculty shortage, round to 46 proportion of the faculty respondents have adjudged 'disagree' appropriating that when faculty shortage arrive, the management take quick action to resolve the issue.
14. With regard to management aligning manpower with institutions' mission, round to 63 proportion of the faculty respondents have disagreed. And for the declaration on time horizon, round to , 65 proportion of the faculty respondents

have disagreement appropriating that, respondents disagreed to the statement 'time horizons are followed effectively for manpower planning.

15. Overall Mean analysis on Manpower planning in Select regions manifest that, aggregate result brace that the faculty members from both the regions have more disagreement on manpower planning policies and practices adopted by the select institutions.
16. Comparatively faculty respondents from Gwalior region have better mean score on manpower planning showing comparatively more brace for the manpower planning policies and practices in comparison with faculty respondents from Mathura region. Higher disparity in the perception are scrutinized in Mathura region(sd = 0.350) in comparison with Gwalior region(sd=0.285).
17. Department wise Mean Score analysis on Manpower Planning manifest that from Pharmacy Department have better mean score on manpower planning showing comparatively more brace for the manpower planning policies and practices in comparison with faculty respondents from Engineering and Management Departments. Higher disparity in the perception are scrutinized in Engineering Department faculty (sd = 0.92) in comparison with other two department wise faculty members.
18. Perceptual variation on Manpower Planning using F-test evinced that, perceptual variation is not significant between demographic determinant and perception on Manpower planning.
19. Perception of Sample Respondents on Procurement of Human Resources in Higher Educational Institutions divulge that, 61 proportion of the respondent

shave braced the view, i.e., the management of higher educational institution gives high priority to internal references.

20. Pertaining to structured mechanism, it is scrutinized that, 43 proportion of the faculty respondents have rated NAND to the declaration on management having structured mechanism for screening applications.
21. Pertaining to fair conduct of interview process without recommendations, 63 proportion of the faculty respondents have disagreed which manifest that, the interview process is influenced by the recommendations.
22. With allusion to salary and perks, it is scrutinized that, round to 52 proportion of the faculty respondents have assumed disagree appropriating that the respondents are in the opinion that norms of the affiliating university are not followed in deciding of the salary and perks to the faculty members.
23. With allusion to perception on offer letters, it is scrutinized that, majority of the faculty respondents have not supported to the declaration on 'offer letters are issued without delay to selected candidates'.
24. With regard to declaration on 'HR department brace', majority of the faculty respondents, i.e., 33 proportion of the faculty respondents have remained neutral which manifest that the respondents are neither agree nor disagree to the declaration on 'HR department will ensure the issue of appointment letters'.
25. Overall Mean analysis on Procurement of Human resources in Select regions divulge that, comparatively faculty respondents from Mathura region have better mean score on procurement of human resources showing comparatively more brace for the procurement of human resources policies and practices in

comparison with faculty respondents from Gwalior region. Higher disparity in the perception are scrutinized in Gwalior region(sd = 0.225 in comparison with Gwalior region(sd=0.203).

26. Overall Mean analysis on Procurement of Human resources in Select regions divulge that, comparatively faculty respondents from Gwalior region have better mean score on procurement of human resources showing comparatively more brace for the procurement of human resources policies and practices in comparison with faculty respondents from Mathura region. Higher disparity in the perception are scrutinized in Mathura region(sd = 0.350) in comparison with Gwalior region(sd=0.285).

27. Department wise Mean Score analysis on Procurement of human resources manifest that, higher disparity in the perception are scrutinized in Engineering Department faculty (sd = 0.227) in comparison with other two departments.

28. Perceptual variation on Procurement of Faculty members using F-test evinced that, perceptual variation is not significant between demographic determinant and perception on procurement of faculty members.

7.4 Conclusions from the study on HRD practices in Higher Educational Institutions – A Comparative Study

1. Perception of Respondents on Development of Human Resources divulge that, round to 50.4 proportion of the faculty respondents have adjudged ‘disagree’ appropriating that in majority of the colleges, the induction program are not provided for the newly joined faculty members.

2. With regard to interaction of management with faculty, 45 proportion of the faculty respondents have assumed about the management is not actively interacting during the development activities of faculty members.
3. With regard to management bracing the appraisal, round to 60 proportion of the faculty respondents have disagreed appropriating that the management is not bracing the appraisal of talented faculty.
4. About 41 proportion of the faculty respondents have felt that the management is not providing the facility of career planning for the empowerment of faculty members. However, 56 proportion of the faculty respondents have assumed about , management braces the necessity for change.
5. Survey results manifest that, 65 proportion of the faculty respondents have assumed about , management is not bracing the faculty involvement in social and religious organization as majority of them have answered that the workload in the institutions is not bracing for the active participation of the faculty involvement in social and religious organizations.
6. With allusion to quality management, it is scrutinized that, 54 proportion of the faculty respondents have assumed about the quality management practices is not strictly followed for the staff. Whereas, 49 proportion of the faculty respondents have not supported to the declaration on 'staff is given brace to participate in management decisions.
7. Mean Analysis on Development of Human Resources – A Comparative Study divulge that, For the declaration on Induction and Training, the quantified A.M. value for Gwalior region(mean=2.86) is higher than Mathura

region(mean=2.80) revealing more positive view point of the faculty respondents of Mathura region on induction and training made necessary for newly joined faculty members.

8. For the declaration on Periodic Development Programs, the quantified A.M. value for Mathura region(mean=3.28) is higher than Gwalior region(mean=3.17) revealing more positive view point of the faculty respondents of Gwalior region on periodic development programs organized for empowering the faculty members.
9. With allusion to Quality management, higher A.M. value is observed in case of Gwalior region(mean=2.65) in comparison with Mathura region(mean=2.49).
10. The comparison of staff brace to management decisions, divulge that, higher A.M. value equivalent to 2.59 is scrutinized in case of respondents from Gwalior region in comparison with Mathura region(mean=2.54).
11. Pertaining to opportunity to senior staff, it is scrutinized that, the A.M. value equivalent to 2.65 is observed in case of Gwalior region in comparison with Mathura region with A.M. value equivalent to 2.42.
12. T-Test outcome manifest that, perceptual variation of faculty members is not significant pertaining to Development of Human Resources in Mathura and Gwalior regions.
13. Perception of Faculty Respondents on Compensation policies and practices divulge that, 63.5 proportion of the faculty respondents are favouring the informing of compensation package among the faculty members.

14. With regard to UGC and AICTE guidelines, 33 percent of respondents have expressed neutral opinion on institution following the AICTE/UGC guidelines in determining the compensation.
15. Almost 64.9 proportion of the faculty respondents have assumed about while determining the faculty respondents compensation packages, no specific standards are maintained in salary fixation.
16. With regard to facilities on direct credit of salary to concerned faculty member account, around 58 proportion of the faculty respondents have assumed about the salary is directly credited to the bank account of the faculty member.
17. Pertaining to indirect compensation, round to 59 proportion of the faculty respondents have assumed about indirect compensation such as insurance paid holidays are well followed.
18. Perspicacity of the faculty members divulge that, 43 proportion of the faculty respondents have assumed about the allowances and other benefits are well implemented in the educational institution.
19. Mean Analysis on Compensation practices manifest that, compared to opinions of the faculty members from Gwalior region, the respondents of the Mathura region were been higher Uniformity of compensation package (mean = $3.67 > 3.46$), Management approach on determining the compensation package (mean = $3.34 > 3.21$) and Follow of guidelines of institutions of AICTE/UGC (mean = $3.01 > 2.99$).
20. A.M. values were found higher in the perception of faculty members of Gwalior region over faculty members of Mathura region pertaining to Feedback

consideration of students and management opinion (mean =3.04>2.77), direct credit of salary to bank account(mean =3.50>3.39) and Allowances and other benefits implementation. (mean =3.19>3.04).

21. Unpaired Two Sample Group t-test manifest that, Perceptual variation of the faculty members from Gwalior Region and Mathura region is not significant pertaining to compensation practices.

7.5 Conclusions from the study on Maintenance of Human Resources – A Comparative Study

The following are the key conclusions of the study.

1. Perception on Employee Retention practices in Higher Educational Institutions divulge that, round to 51 proportion of the faculty respondents have assumed about in the educational institution, employee morale are given maximum importance to have positive opinion on the educational institution.
2. With regard to lack of career development, 63 proportion of the faculty respondents have assumed about the career development opportunities are less and these deficiencies are influencing the employees to plan for leaving the job.
3. With regard to this, 65 proportion of the faculty respondents have assumed about, the relations between employee and employer are fair in the institution.
4. Survey results manifest that, 69 proportion of the faculty respondents have assumed about they were able to maintain work life and family life. Further, round to 39 proportion of the faculty respondents have disagreed on poor well being influence faculty struggle in the institution.

5. With regard to adequate compensation, 48 proportion of the faculty respondents have disagreement on adequate compensation influence on retention. With allusion to job insecurity, 59 proportion of the faculty respondents have assumed about the job insecurity influence is positive.
6. T-test outcome divulge that, perceptual variation among the faculty members from Mathura region and Gwalior region is not statistically significant pertaining to Employee retention practices.
7. Perception of Faculty members on Motivation practices in Higher Educational Institutions manifest that, 43 proportion of the faculty respondents have assumed about , they are not in a positive view regarding formal meetings organized by the management of higher educational institutions.
8. Perception on faculty on brace of management, 57 proportion of the faculty respondents have assumed disagree appropriating that the Faculty is not well braced by the management.
9. Survey result manifest that, 36 proportion of the faculty respondents have assumed about , well performed faculty members are well appreciated
10. With regard to motivation through periodic appraisal, it is scrutinized that, around round to 40 proportion of the faculty respondents have assumed about the faculty have assumed about they were been motivated through periodic appraisal practices of the management.
11. Perception on welfare measures, it is scrutinized that, around 42 proportion of the faculty respondents have assumed about the faculty were not been well motivated through welfare measures.

12. With allusion to faculty members perception on brace for conferences, around 45 proportion of the faculty respondents have disagreed on brace of management to attend conferences and workshops
13. With allusion to the brace of Head and management, majority of the faculty respondents, i.e., around 43 proportion of the faculty respondents have remained neutral which divulge that the respondents are not well brace by the Head and Management concern on well being.
14. Mean Analysis on Motivational practices in select Regions manifest that, the A.M. value for Mathura region is found higher than the Gwalior region for the variables including pperiodical motivation sessions for increasing motivation (mean=2.62>1.97), Appreciation to well performed faculty members (mean=3.06>2.73) and Motivation for further studies and career advancement.(mean=3.08>3.02).
15. t-test outcome on Motivational Practices divulge that, , it is to conclude that, Perceptual variation among the faculty members from Mathura region and Gwalior region is not statistically significant pertaining to majority of the statement leading to motivation practices.
16. Perception of Faculty members on Integration practices divulge that, majority of the faculty respondents, i.e., 46.5 proportion of the faculty have assumed disagree appropriating that the faculty members are not well perceived on integration of HRM policy for achieving better performance outcome of the faculty members.

17. Pertaining to the declaration on 'performance reports, 46 proportion of the faculty have assumed agree appropriating that the faculty have positively perceived on performance reports considered by the management.
18. With regard to student queries, round to around 67 proportion of the faculty have assumed about the student queries are well resolved through well brace of faculty members.
19. Round to 53 proportion of the faculty have braced to the declaration on 'faculty members also perform administrative responsibilities.
20. Mean Analysis on Integration practices in select Regions divulge that, the A.M. value for Mathura region is found higher than the Gwalior region for the variables including Management integrates their decisions with the staff (mean=2.87>2.71), Faculty performance reports are well considered by the management. (Mean=3.33>3.16) and Management takes the brace of faculty while filling the admissions..(Mean=3.22>3.21).
21. T-test outcome on Integration Practices manifest that, Hypothesis based results, manifest that, it is to conclude that, Perceptual variation among the faculty members from Mathura region and Gwalior region is not statistically significant pertaining to majority of the statement leading to integration measures.

7.6 Conclusions from the study on Impact of HRM Policies and practices on Organizational commitment

1. Study on Organizational Commitment manifest that, Affective Commitment is a dimension helps to measure the emotional attempt and bonding to the employee towards the organizations.
2. The continuance commitment focuses on associating the employee perception on leaving the job from the organization due to extensive analysis on pros and cons of leaving the job.
3. The normative commitment focuses on analyzing the reality of whether to continue or discontinue from the services. People with normative commitment compare the ethical and unethical obligations to take decision to either to continue or discontinue from the services.
4. Perception of Respondents on Affective Commitment manifest that, round to 50 proportion of the faculty respondents have positive agreement and this statement manifest that the respondents have pleasant moments associated with the job, hence they prefer to continue the services.
5. With regard to considering organizational problems, 56 proportion of the faculty respondents have adjudged 'disagree' appropriating that the respondents not in a view to consider organization's problems as their own problems.
6. With allusion to believing whether they fit to any organization, round to 42 proportion of the faculty respondents have perceived positively and this manifest that the respondents have assumed about they fit to any organization due to the level of commitment they show towards the work.

7. With regard to emotional attachment, round to , 40 proportion of the faculty respondents have assumed about they are emotionally attached to this organization.
8. Pertaining to identity excel, round to 40 proportion of the respondent shave assumed about they got the recognition and identity to excel in the job by working in the institution.
9. Pertaining to strong sense of positive feelings, 31 proportion of the faculty respondents have assumed about , they experience strong sense of positive feelings in the institution and about 41 proportion of the faculty respondents have disagreed to feel that answerers are part of family of this institution.
10. Unpaired Two Sample Group t-test reveals that, perceptual variation of Respondents from Mathura and Gwalior region on Affective Commitment is not significant.
11. Perception of Respondents on Continuous Commitment divulge that, for the declaration on 'staying in organization due to benefits', majority of the faculty respondents, i.e., 44 percent assumed about they stay in this organization due to the benefits that I obtain'.
12. Round to 46 proportion of the faculty respondents have positive agreement and this statement manifest that the respondents prefer to stay in the organization in order to build their career.
13. With regard to work only on the tasks assigned, 42 proportion of the faculty respondents have rated agreed appropriating that the respondents brace the view of the faculty respondents who prefer to work as per the tasks assigned to them.

Results also manifest that respondents are not willing to work freely from the perspective or organizational growth.

14. With allusion to role in the organization, round to 39 proportion of the faculty respondents have perceived positively and this manifest that the respondents have assumed about their role in the organization is limited.
15. Pertaining to promotions based staying in the organization, round to 46 proportion of the faculty respondents have assumed the they prefer to stay if the promotions are offered to them.
16. Pertaining to alternative source, 56 proportion of the faculty respondents have assumed about they have no source of alternative to quit the organization. Further, about 41 proportion of the faculty respondents have agreed that if they get better opportunity certainly they prefer to leave the organization.
17. Unpaired Two Sample Group t-test shows that, perceptual variation of Respondents from Mathura and Gwalior region on Continuous Commitment is not significant.
18. Perception of Respondents on Normative Commitment divulge that, 40 percent have rated agree which manifest that the respondent remain positive in the opinion for the statement present market is worse, hence I would like to stay back’.
19. For the declaration on concern about the future growth, round to 43 proportion of the faculty respondents have positive agreement and this statement manifest that the respondents are more concerned about the future and hence they would like to settle at the institution.

20. With regard to strong academic brace, 54 proportion of the faculty respondents have rated agreed appropriating that the respondents brace the view of the faculty respondents that strong academic brace insists them to stay back in the institution.
21. Results also manifest that round to 51 proportion of the faculty respondents have assumed about they are experiencing the lack of brace.
22. Unpaired Two Sample Group t-test outcome on Normative Commitment evince that, perceptual variation of Respondents from Mathura and Gwalior region on Normative Commitment is not significant.
23. Mean Analysis on Employee Commitment to Organization(Higher Educational Institution) among the select regions divulge that, The aggregate mean achieved for Mathura region related to Affective commitment is 3.07, related to continuance commitment is 3.38 and related to Normative commitment is 3.35.
24. Comparison of means clearly manifest that the respondents from Mathura region are more influenced by Continuance commitment.
25. The aggregate mean achieved for Gwalior region relate to Affective commitment is 3.00, related to continuance commitment is 3.20 and related to normative commitment is 3.01. Comparison of means clearly manifest that the respondents from Gwalior region are more influenced by Continuance commitment.
26. Overall results manifest that the on an aggregate, the sample representatives are more convinced by Continuance Commitment where the A.M. value equivalent

to 3.29 in comparison with Normative Commitment (equivalent to 3.18) and Affective Commitment(equivalent to 3.04).

27. Correlation Results manifest that between Affective Commitment and Continuance Commitment, the quantified r value equivalent to 0.679 and the results found significance at 5% level ($p=0.000 < \alpha=0.05$).

28. Between Affective Commitment and Normative Commitment, the quantified r value equivalent to 0.798 and the results found significance at 5% level ($p=0.000 < \alpha=0.05$).

29. Between Continuance Commitment and Normative Commitment, the quantified r value equivalent to 0.712 and the results found significance at 5% level ($p=0.000 < \alpha=0.05$).

30. Analysis on impact of HRM practices on Organizational Commitment divulge that, the quantified r value is 0.403 which evince that there is a positive correlation exists between organizational commitment and HRM practices.

31. Regression results conclude that Manpower planning, procurement HRD practices, retention and integration practices are show remarkable impact on Organizational Commitment.

32. Relationship between HRM practices and Organizational Commitment divulge that, Relationship between manpower planning and Organizational commitment show positive correlation ($r=0.374$) and the relationship was statistically found significant ($p=0.000 < \alpha=0.01$).

33. Correlation between Procurement of human resources and employee retention show positive correlation ($r=0.189$) and the result manifest that the relationship between these variables was statistically significant ($p=0.000 < \alpha=0.01$).
34. Correlation between Procurement of human resources and organizational commitment evince positive correlation ($r=0.374$) and the result manifest that the relationship between these variables was statistically significant ($p=0.000 < \alpha=0.01$).
35. Results of correlation between HRD practices and organizational commitment show positive correlation ($r=0.230$) and the results show the relationship between these variables is statistically significant ($p=0.000 < \alpha=0.01$).
36. Correlation between compensation of human resources and employee retention practices show positive correlation ($r=0.806$) and the result manifest that the relationship between these variables was statistically significant ($p=0.000 < \alpha=0.01$).
37. Correlation between motivation practices and integration practices show positive correlation ($r=0.343$) and the result manifest that the relationship between these variables is statistically significant ($p=0.000 < \alpha=0.01$).
38. Correlation between integration practices and organizational commitment show positive correlation ($r=0.245$) and the result manifest that the relationship between these variables is statistically significant ($p=0.000 < \alpha=0.01$).

7.7 Suggestions of the Study

The careful observations of the key research conclusions, the following suggestions are recommended for the management of higher educational institutions in Mathura and Gwalior regions for empowering the faculty members through effective implementation of HRM policies and practices.

1. Study on significance of Education sector divulge that, to meet the challenges of Higher Education Sector, the higher educational institutions need collective effort of its human resources to cope up the challenges and succeed in competitive world, hence the need for HRM practices is impeccable in the higher education sector.
2. Field study results manifest that the conventional HRM policies are not yielding better results, hence it is clearly evident that modern higher educational institutions are focusing on transformation towards advanced HR practices and policies in the contemporary world.
3. Skill enhancement and collaborative environment in the higher education sector can be evinced through effective implementation of HRM practices.
4. Survey results manifest that the encouragement for performance appraisal in the educational institutions are very limited, results also manifest that most of the faculty respondents not well perceived with the existing appraisal practices. Hence, the management must incorporate emerging HRM policies to fulfil the existing gap.

5. The study on COVID-19 impact manifest that the demand for less number of qualitative faculty are need of the hour, hence, the brace of HRM practices is impecable.
6. Study on Gwalior region and Mathura region manifest that both regions were dominated by private sector educational institutions and majority of the faculty respondents were felt that the existing work load is not satisfactory. Hence, there is a need to bring uniformity in work load as per the designation and experience.
7. Survey results manifest that majority of the faculty respondents have disagreement on manpower planning policies and the management should concentrate on engaging the staff in determining the betterment of HR policy towards manpower planning.
8. The survey results manifest that 52 proportion of the faculty respondents have disagreement on salary and perks as per university norms. Management should take the brace of HR department in preparation of optimum compensation policy as per the affiliating university norms.
9. Survey results manifest that, around 60 proportion of the faculty have disagreement on appraisal and further, the brace for career planning is less emphasized. Hence, there is a need to re monitor the existing HRM practices towards career planning and improve the betterment of HRD practices towards career development of faculty members.
10. About 49 proportion of the faculty respondents have assumed about the staff is not given opportunity towards management decisions. The brace of

the faculty members is vital as they are the front warriors in the student development and knows better about the requirements of brace for growth of higher educational institutions.

11. About 69 proportion of the faculty respondents have assumed about no specific standards are maintained in determining the compensation policy. Results further manifest that, welfare measures are not providing the motivation for the faculty members. In order to achieve long term sustainability, there is an imperative need for bringing better HRM practices particularly towards statutory and non statutory welfare measures to the faculty members.
12. Survey results manifest that 57 proportion of the faculty have disagreement on brace of management. Hence, there is a need for HR Department to bridge the gap between management and faculty through effective implementation of HRM practices through better implementation of maintenance function of HRM policies.
13. Survey results manifest that about 53 proportion of the faculty are engaged in administrative responsibilities beside teaching. There is a need for management to seriously consider the issues and suggest the HR department to engage separate staff for administrative responsibilities.
14. The survey results manifest that, HRM practices in select higher educational institutions were able to empower the faculty to development continuous commitment. There is a need for management and senior staff to form committees to look after the problems of the faculty members.

15. Survey results show the evidence that only about 40 percent have assumed about they received recognition. Hence, the management and HR department must develop policies a suitable structured mechanism for evaluation of Faculty skills recognition and encourage the faculty members.
16. Survey results manifest that, around 46 proportion of the faculty are continuing due to the benefits. Hence, there is a need to bring more brace to the faculty and HR department should develop activities for empowering the faculty to develop and feel more responsible towards higher educational institutions.
17. The statistical results of Regression clearly show evident that in order to make employee more responsible and show normative, continuance and affective commitment towards educational institutions, there is a need for continuous upgrade of existing polices and reduce the deficiencies in the implementation of HRM practices.
18. It is suggested to the management of educational institutions that, establishment and giving responsibility to HR department can bring better results through better design of HRM policies and HRM practices for empowering the faculty and achieving the sustainable growth.
19. Survey results on comparison of HRM practices manifest that, the higher educational institutions in Mathura region have better consolidated mean score on HRM dimensions than Gwalior region.
20. Survey results clearly manifest that, the compensation practices, motivation practices, HRD practices are shown highly considerable HRM practices as

the perceptions of the faculty members are not shown positive. Hence, there is a need for management of the higher educational institutions to clearly focus on these deficiencies found in implementation of existing HRM practices.

7.8 Scope for further Research

The research study particularly focused on two select regions in two select states, i.e., Gwalior region in Madhya Pradesh and Mathura region in Uttar Pradesh state. Hence, the research study can be further extended through increase of sample frame and inter state comparison of HRM practices. Majority of the educational institutions selected for the field study are private co-educational institutions. Research can be further extended through bringing comparative analysis on HRM practices and its implementation in private sector and government sector higher educational institutions. Research study can be further improvised through inclusion of more sub dimensions of existing HR functions for more insightful analysis. Survey results for the present study is restricted for Pharmacy, Engineering and Management courses. Research study can be further extended through inclusion of more departments in sample frame.

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QUESTIONNAIRE

Questionnaire to Faculty Members

Dear respondent,

I, Payal Bharadwaj, presently working on my Doctoral research titled “**HR Practices in Educational Institutions with special reference to Affiliated Colleges of JNTU(K) in A.P.**”. As part of my research work, I am conducting this survey; the responses recorded will only be used for the preparation of research report. I request your co-operation in filling the form.

Part-I: Demographic Profile

1. Region Category ()
 1. Mathura
 2. Gwalior

2. Department Category ()
 1. Engineering
 2. Pharmacy
 3. Management (MBA)

3. Designation ()
 1. Assistant Professor
 2. Associate Professor
 3. Professor
 4. Others (please specify)_____

4. Highest Educational Qualification ()
 1. Post Graduation(PG)
 2. Master of Philosophy(M.Phil)
 3. Doctorate of Philosophy(Ph.D)

5. Gender ()
 1. Male
 2. Female

6. Age in years ()
 1. Less than 30 years
 2. 30-40 years
 3. 40-50 yeas
 4. 50-60 years
 5. 60 years and above

7. Marital status ()
 1. Married
 2. Unmarried

8. Job type ()
1. Regular
 2. Contractual
 3. Part-time/Guest Faculty
9. Teaching Experience in present institution ()
1. Less than 10 years
 2. 10-20 years
 3. 20 years and above
10. Institution type ()
1. Autonomous/University
 2. Private unaided

Part-II : Manpower planning and Procurement of Human Resources

Please read each statement carefully and choose the number against the item which describes *Perceptions on Manpower planning of Human Resources in Higher Educational Institutions*. Please select your response by using (√ mark) to the appropriate statement.

Here after;

- 1 = Strongly Disagree,
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Sl.No.	Statement	1	2	3	4	5
1.	Institution has well formulated vision for planning for faculty					
2.	Institution takes the brace of senior staff and HODs for man power planning					
3.	Institution makes strategic plan for workforce assessment.					
4.	Institution plans work load analysis and expert forecasts while doing manpower planning.					

5.	Institution utilizes manpower as per the UGC/AICTE norms					
6.	Management takes quick action while faculty shortage arrives.					
7.	Management forecasts internal and external supply of staff.					
8.	Assessment of faculty skills is made before the faculty positions are filled					
9.	Management aligns manpower with Institution's mission and strategic plan.					
10.	Time horizons are followed effectively for manpower planning.					

Please read each statement carefully and choose the number against the item which describes *Perceptions on Procurement of Human Resources in Educational Institutions*. Choose the options by using (✓ mark) and the details of anchors are presented below.

- 1 = Strongly Disagree,
2 = Disagree
3 = Neither Agree nor Disagree
4 = Agree
5 = Strongly Agree

Sl.No.	Statement	1	2	3	4	5
1.	Recruitment notification will be made available in media.					
2.	Management gives high priority to internal references.					
3.	Management have structured mechanism for screening applications.					
4.	Interview process is fairly done without recommendations.					
5.	Senior faculty and subject experts will					

	take part in selection process.					
6.	Salary negotiation facility will be given to prospective candidates.					
7.	Salary and perks are as per the norms of the affiliating University.					
8.	Offer letters are issued without delay to selected candidates.					
9.	HR department will ensure the issue of Appointment letters					
10.	External influence in faculty selection process is minimal.					

Part-III Development and Maintenance practices of Human Resources

Please read each statement carefully and choose the number against the item which describes *Perceptions on Development of Human Resources in Educational Institutions*. Choose the options by using (✓ mark) and the details of anchors are presented below.

- 1 = Strongly Disagree,
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Sl.No.	Statement	1	2	3	4	5
11.	Induction and Training will be made necessary for newly joined faculty member.					
12.	Periodic Development programs are organized for empowering the faculty.					
13.	Management interacts during the development activities of faculty.					
14.	Management braces the appraisal of					

	talented faculty.					
15.	Career planning facility will be provided to faculty members.					
16.	Management braces the necessity for change.					
17.	Management brace the faculty involvement in social and religious organisations.					
18.	Quality management is strictly followed for the staff.					
19.	Staff is given brace to participate in management decisions.					
20.	Senior Staff will be given the opportunity in department planning.					

Please read each statement carefully and choose the number against the item which describes *Perceptions on Compensation practices of Human Resources in Educational Institutions*. Choose the options by using (√ mark) and the details of anchors are presented below.

- 1 = Strongly Disagree,
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Sl.No.	Statement	1	2	3	4	5
21.	Compensation package will be uniform among the faculty members.					
22.	Student and management feedback is considered for deciding the salary and perks.					
23.	Management follows their own approach in determining the compensation package.					

24.	Institution follows the AICTE/UGC guidelines.					
25.	Compensation vary based on students' strength					
26.	No specific standards are maintained in salary fixation					
27.	Salary are credited directly to bank account of the Faculty member					
28.	Faculty bonus and hourly pay is fairly implemented.					
29.	Indirect compensation such as Insurance paid holidays are well followed.					
30.	Allowances and other benefits are well implemented.					

Part- IV: Integration of Human Resources

In each of the category, you are requested to rank the statements from 1 to 6.

Please read each statement carefully and choose the number against the item which describes *Perceptions on Employee Retention practices in Educational Institutions*. Choose the options by using (√ mark) and the details of anchors are presented below.

- 1 = Strongly Disagree,
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Sl.No.	Statement	1	2	3	4	5
31.	Employee morale are given maximum importance in the institution.					
32.	Lack of career development will effect employee hopping.					

33.	Employee employer relations are fair in the institution.					
34.	Lack of recognition to faculty effort will influence tendency to leave.					
35.	Work life balance is fairly made for retaining the employees.					
36.	Poor well being influence faculty struggle in the institution.					
37.	Adequate compensation will influence faculty decision on retention.					
38.	Job insecurity will influence the faculty decision on retention.					
39.	Institution maintains strategies for faculty retention.					
40.	Flexibility and security of job is been given for the faculty members.					

Please read each statement carefully and choose the number against the item which describes **Employee Motivation practices in Higher Educational Institutions**. Choose the options by using (√ mark) and the details of anchors are presented below.

- 1 = Strongly Disagree,
2 = Disagree
3 = Neither Agree nor Disagree
4 = Agree

Sl.No.	Statement	1	2	3	4	5
41.	Faculty is motivated through frequent formal meetings.					
42.	Faculty is provided with periodical motivation sessions for increasing the motivation.					

43.	Well performed Faculty is been appreciated.					
44.	Faculty is motivated for further studies and career advancement.					
45.	Faculty is motivated through periodic appraisal.					
46.	Faculty is motivated through welfare measures.					
47.	Faculty is well braced for improving publications.					
48.	Faculty is given liberal brace to attend conferences and workshops.\					
49.	Faculty is fairly treated and due importance is given for each faculty.					
50.	Head and Management are well concerned about the Faculty well being.					

Please read each statement carefully and choose the number against the item which describes **Employees perception on Integration practices**. Choose the options by using (√ mark) and the details of anchors are presented below.

- 1 = Strongly Disagree,
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree

Sl.No.	Statement	1	2	3	4	5
51.	HRM policy and practices are well integrated for better outcome.					

52.	Management integrates their decisions with the staff.					
53.	Faculty performance reports are well considered by the management.					
54.	Management takes the brace of faculty while filling the admissions.					
55.	Students queries are resolved through the brace of faculty.					
56.	Faculty also performs administrative responsibilities.					
57.	Management gives due priority in policy making with teh staff.					
58.	For the conduct of institution level events, institution take the brace of faculty.					
59.	Faculty are never given liberty to integrate with the management.					
60.	Success of the institution is considered as combined effort by the management.					

Part –V: Organizational Commitment

Please read each statement carefully and choose the number against the item which describes *Perception of Employees on Organizational Commitment*. Choose the options by using (√ mark) and the details of anchors are presented below.

- 1 = Strongly Disagree,
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Sl.No.	Statement	1	2	3	4	5
Affective Commitment						
61.	I prefer to work here as long as possible throughout my career.					
62.	I experience pleasant moments associated with this job.					
63.	I consider organization's problems as my own problems.					
64.	I believe that I can fit to any organization due to my commitment.					
65.	I am emotionally attached to this organization.					
66.	This Organization has given me the identity to excel.					
67.	I experience strong sense of positive feelings in the institution.					
68.	I feel I am part of family of this organization.					
Continuous Commitment						
69.	I stay in this organization due to the benefits that I obtain.					
70.	I stay in this organization only to build my career.					
71.	I work only on the tasks assigned to me.					
72.	My role in this organization is limited.					
73.	I develop motivation to work based on the benefits I get for my work.					
74.	If promotions are offered, I will stay in this organization					
75.	I have no source of alternative to quit this organization.					
76.	If I get better opportunity certainly I will leave this organization.					
Normative Commitment						

	Present market is worse, hence I would like to stay back.					
77.	I am more concerned about future growth, hence I settle here.					
78.	Strong academic brace insists me to stay back here.					
79.	I am experiencing the sense of lack of brace.					
80.	I continue my services till I reach my individual career goal.					
81.	I continue my services as long as organization gives importance to me.					
82.	The rewards are good for continue here.					
83.	Value and brace of the organization insist me to continue my services.					

84. Write your suggestions in the following space.

*****Thank you for your support*****