To Study the Relevance of HRD Practices in Engineering Institutions at Rayalaseema

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ABSTRACT

Higher education institutions are the important means for exploring, generating, conserving and transmitting knowledge. The Human Resource Development is needed to every organisation that is interested in stabilizing, growing, diversifying, renewing it-self to become more effective, and in improving its system and services, change and for becoming more dynamic and for playing leadership role. The present study is undertaken with a view, to assess the HRD intiativities among teaching staff of the Accredited Institutions and Affiliated institutions of Rayalaseema region, Andhra Pradesh. Results indicate that the HRD initiatives among teaching staff in engineering institutions appear to be good. HRD values scored fairly well while HRD mechanisms appears average score. Personality development and placements got good score in Accredited Institutions. Job security, equality and fairness are ranked at the top most important values for teaching staff in engineering institutions. There is variation exists on the Type of management and rewards given to teaching staff.

Keywords: Engineering Institutions, HRD (Human Resource Development), Higher Education, Rayalaseema.

INTRODUCTION

The ultimate aim of higher education is the development of required human resources for the development of the nation, and the institutions of higher learning are required to shoulder this responsibility. Higher Education institutions are in essence HRD (Human resource Development) agencies set for the development of human resources for the country. This function in HE institutions is performed by the staff engaged in teaching-learning delivery system. Higher education systems, policies and institutions are being transformed by globalization, which is "widening, deepening and speeding up of worldwide interconnectedness". It requires reinvention of the existing system, policies and institutions in accordance with the changing environment. In the context of globalization and advancement in technologies owing to ICT revolution the staff of higher educational institutions needs to sharpen and improve their capabilities, skills and attitudes. Effective performance of HE institutions depends largely upon the proper development of its human resource staff engaged in teaching – learning activity.

CONCEPTUAL BACKGROUND

Human Resource plays an active role in the modern economic scenario of any country and their development in the organizational context is a process by which the employees of an organization are helped in a continuous and planned way to:

(a) Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles;

(b) Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organizational development processes; and

(c) Develop an organizational culture in which supervisor-subordinate relationships, team work and collaboration among sub-units are strong and contribute to the professional well-being, motivation and pride of employees.

"The skills base is one of the firm's main assets. It is hard for competitors to imitate these calls for an attitude to encourage learning and to reward efforts which add to the firm's knowledge. Skills go out

of date and need constant replenishment. In the long term what is most important and may not be the particular skills, but the ability to keep learning new ones".

Figure1. *Framework of HRD initiatives*

REVIEW OF LITERATURE

T.V Rao and Abraham, (1986) in a study of 52 organizations show that the average level of HRD climate was about 54% in these organizations which is rather low. Various studies indicate the introduction and development of HRD programmes in Indian organizations. Carried out first survey by using this instrument to measure the Human resources development climate in Indian organizations. They found that the general Human resources development climate in the organizations appears to be at an average level (54%). The most important factor contributing to this seems to be a general indifference on the part of the employees on their own development.

Rodrigues & Armstrong (**2005**) opined in his article entitled "Industry-Institute correlates of HRD Climate- Empirical study based implications" that a well-trained and a well-educated human resource contributes directly to the development of a country and to improve the knowledge, abilities, aptitude and values of human beings organized HRD practices should be followed. Employee commitment and its reciprocal need for employee-sensitive practices are not confined to national boundaries or particular organizations, increasing change in the economic environment in India.

Battu (2007) in his study HRD Climate in Agrigold Pvt. Ltd. He compared the perception of managers, supervisors and workers on different level of general climate, OCTAPAC culture and

The general climate, HRD Mechanisms and OCTAPAC culture are better in software organizations compared to manufacturing. From the comparative analysis, it is concluded that there is a significant difference in the HRD climate of software and manufacturing organizations.

Benjamin (2012) examined the relationships among human resource development climate (HRDC), organizational Citizenship behaviour (OCB) and voluntary turnover intentions (VTI) in Nigerian banks. He found Nigerian banks 'management can reduce turnover and foster citizenship behaviour by ensuring that a favorable developmental climate exists within their organizations.

OBJECTIVES OF THE STUDY

1. To know the performance of training programmes in engineering colleges.
2. To study teaching staff career development in engineering colleges.
3. To evaluate the outcomes of the initiatives of Human resource Development.

RESEARCH DESIGN

The study has been undertaken in all engineering colleges at Rayalaseema. Questionnaire sent through mail to 200 respondents in engineering colleges.

METHODOLOGY

Hence, a sample size of 200, based on stratified random sampling method, would adequately represent the true population. Apart from personal discussions and deliberations with the teaching faculty through a properly designed and self-administered questionnaire with type 4-point scale is used to convert qualitative nature of the data into quantitative and it was processed using statistical package for social sciences.16200 Total number of Staff working in engineering colleges at Rayalaseema, while I have been surveyed 200 respondents with experts advice of various colleges.

DATA ANALYSIS & INTERPRETATION

Samples Distributed to Institutions

Items	Accredited Institutions (%)	Affiliated Institutions (%)	Total
Male	60	60	100
Female	40	40	100
Total	100	100	200

Table7.1. *Age Distribution in Two type of Institutions*

Age	Accredited Institutions (%)	Affiliated Institutions (%)
22-30 yrs	16	36
31-40 yrs	19	37
41-50 yrs	36	22
51 yrs & above	29	05
Total	100	100

Source: *primary data*

Inference: It was inferred that 36% of total staff were in the age group of 41-50 yrs followed by 29% in age group of 51 yrs & above, 19% of the age group of 31-40 yrs and 16% in age group of 22-30yrs in Accredited Institutions. While 37% of total staff were in the age group 31-40 yrs followed by 36% in age group of 22-30yrs, 22% of the age group of 41-50 yrs and 05% in age group of 51 yrs & above in Affiliated Institutions.

Table7.2. *Employee Marital status in Institutions*

Marital status	Accredited Institutions %	Affiliated Institutions %
Married	76	64
Un Married	24	36
Total	100	100

Source: *primary data*

Inference: It was inferred that Majority of 76% of the staff covered by the study were Male employees 24% of them were females in Accredited Institutions, While 64 % of the staff covered by the study were Male employees 36% of them were females in Affiliated Institutions.

Table7.3. *Occupation of Employees in Institutions*

Occupation	Accredited Institutions (%)	Affiliated Institutions (%)
Professor	18	09
Associate professor	37	32
Assistant professor	45	59
Total	100	100

Source: *primary data*

Inference: It was inferred that 45% of respondents were Professors followed by 37% were Associate professors and 18% were Assistant professors in Accredited Institutions, while 09% of respondents were Professors, 32% were Associate professors and 59 % were Assistant professors in Affiliated Institutions.

Table7.4. *Education Qualification of Employees in Institutions*

Education	Accredited Institutions (%)	Affiliated Institutions (%)
P.G Degree	38	48
P.G with NET/SLET	23	19
P.hD	37	33
PDF	02	--

Source: *primary data*

Inference: It was inferred that 38% of respondents were possessed P.G Degree followed by 37% were Possessed PhD Degree and 23% were possessed P.G with NET and 2% possessed PDF in Accredited Institutions, while 48% of respondents were possessed P.G Degree , 33% were Possessed PhD Degree and 19 % were possessed P.G with NET/SLET in Affiliated Institutions.

Table7.5. *Experience of teaching staff in Engineering Institutions*

Experience	Accredited Institutions (%)	Affiliated Institutions (%)
0-6 yrs	25	42
7-15 yrs	20	17
16-25 yrs	37	32
26 yrs & above	18	09
Total	100	100

Source: primary data

Inference: It was inferred that 37% of staff have length of service 16-25yrs, followed by 25% have 0-6yrs, 20% have 7-15yrs and 18 % have 26 yrs & above in Accredited Institutions, While 42% of staff have length of service 0-6yrs, 32% have 16-25yrs, 17% have 7-15yrs and 09 % have 26 yrs & above in Affiliated Institutions.

Table7.6. *Training Programmes for Students*

Training programmes for students	Accredited Institutions (Mean score)	Affiliated Institutions (Mean score)
Industrial visits	2.90	1.30
Classs room teaching	3.29	2.15
Conducting work shops	3.06	3.25
Personality development class	3.95	3.34
Placements	3.80	2.00
Academic results	3.60	1.70

Source: *primary data*

Inference: It was inferred that Maximum no. of Personality Development (3.95) class held followed by Placements (3.80), Academic results (3.60), Class room teaching (3.29), conducting workshops (3.06) & Industrial visits (2.90) in Accredited Institutions, While Personality Development (3.34), conducting workshops (3.25), Class room teaching Placements (2.15), placements(2.00), Academic results (1.70) and Industrial visits(1.30) in Affiliated Institutions.

Table7.7. *Career development Programmes for Teaching Staff*

Career development programmes for Staff	Accredited Institutions (Mean score)	Affiliated Institutions (Mean score)
Leadership skill	3.09	2.00
Interpersonal skill	3.02	2.05
Team building	3.10	2.20
Creativity ability	3.37	1.75
Technical Knowledge	3.19	2.50

Source: *primary data*

Inference: It was inferred that creative ability placed maximum score(3.37) followed by Technical knowledge (3.19) ,Team building (3.10),Leadership(3.09)&Interpersonal skill (3.02) in Accredited Institutions, While Technical knowledge(2.50),followed by team building(2.20),Interpersonal skills, leadership skill (2.00) and creative ability in Affiliated Institutions.

Table7.8. *Values of teaching staff*

Values of teaching staff	Accredited Institutions (Based on Ranks)	Affiliated Institutions (Based on Ranks)
Independence	4	7
Financial rewards	6	4
Sense of achievement	7	6
Helping others	10	8
Creating something	8	9
Job security	2	1
Good working conditions	3	5
Friendships at work	5	10
Variety of tasks	9	3
Equality and Fairness	1	2

Source: *primary data*

Inference: It was inferred that among two type of institutions staff said Job security ,Equality & Fairness have first rank followed by financial rewards, good working conditions, pensive of achievement ,independence, creating something, helping others, variety of tasks and friendships at work.

Table7.9. *Rewards for Teaching Staff*

Staff Rewards	Accredited Institutions (mean score)	Affiliated Institutions (mean score)
Role growth	3.36	2.20
Announcement/Citation	3.48	1.85
Appreciation certificate	2.30	0.7

Source: *primary data*

Inference: It was inferred that staff rewards were announcement/citation in newspapers (3.48), followed by Role growth (3.36) and Appreciation certificate (2.30) in Accredited Institutions, While Announcement/citation in newspapers (1.85), Role growth (2.20) and Appreciation certificate (0.7) in Affiliated Institutions.

Table7.10. *Faculty development activities*

Activities	Accredited Institutions		Affiliated Institutions	
	No. of National (<=5) %	No. of Inter National (<=5) %	No. of National (<=5) %	No. of International (<=5) %
FDP	60	40	80	20
Conducting seminars	40	60	35	15
Paper presentations	70	30	68	9
Live projects with students	05	--	--	---
Attending conferences	45	20	26	11

Source: *primary data*

Inference: It was inferred that 60% of staff were attended less than or equal to five national and 40% were at International FDP's in Accredited Institutions. While 80% of staff were attended less than or equal to five national and 40% were at International FDP's in Affiliated Institutions.

It was inferred that 40% of staff were Conducting seminars less than or equal to five national and 60% were at International level in Accredited Institutions. While 35% of staff were Conducting seminars less than or equal to five national and 15% were at International level in Affiliated Institutions.

It was inferred that 70% of staff were presenting papers less than or equal to five national and 30% were at International level in Accredited Institutions. While 68% of staff were presenting papers less than or equal to five national and 09% were at International level in Affiliated Institutions. It was inferred that only 5% staff dealing live projects with students at National level in Accredited Institutions. It was inferred that 45% of staff were Attending conferences less than or equal to five national and 20% were at International level in Accredited Institutions. While 26% of staff were Attending conferences less than or equal to five national and 11% were at International level in Affiliated Institutions.

Table7.11. *Personal Qualities/Work characteristics of teaching staff*

Personal qualities/work characteristics	Accredited Institutions(mean score)	Affiliated Institutions(mean score)
Emotional maturity	2.44	2.13
Independence	3.12	1.89
Punctuality	3.52	3.11
Handle conflict	2.99	1.99
Ability to plan	3.01	2.98
Dependability in completing work	2.82	2.50
Flexible &open mindedness	3.21	3.18

Source: *primary data*

Inference: It was inferred that Staff personal qualities/work characteristics are the Emotional maturity score is 2.44 in Accredited Institutions and 2.13 in Affiliated Institutions. While Independence at work place score is 2.44 in Accredited Institutions and 2.13 in Affiliated Institutions. While Punctuality of staff at work place score is 3.52 in Accredited Institutions and 3.11 in Affiliated Institutions. While Handle conflict in work environment score is 2.99 is in Accredited Institutions and 1.99 in Affiliated Institutions. While Ability to plan score 3.01 in Accredited Institutions and 2.98 is in Affiliated Institutions. While Dependability in completing work score is 2.82 in Accredited Institutions and 2.50 is in Affiliated Institutions, while Flexible &open mindedness in work environment score is 3.21 in Accredited Institutions and 3.18 is in Affiliated Institutions.

Table7.12. *Intake of the Institutions*

Items	Accredited Institutions		Affiliated Institutions	
	360	720	360	720 & above
Intake of the institution	40%	60%	25%	75%

Source: *primary data*

Inference: It was inferred that 40% was intake 360 and 60% was 720 in Accredited Institutions, While 25% was intake 360 75% and 720 & above in Affiliated Institutions.

Table7.13. *The table shows that size of the institution, Employee turnover, Outcomes of employees and students placements*

Items	Accredited Institutions		Affiliated Institutions	
	<=120	150 & above	<=120	150 & above
Size of the institute	40%	60%	25%	75%
Employee turn over	20%	20%	38%	22%
Outcomes (results &rewards)	3.5(mean score)	3.21(meanscore)	1.99(mean score)	2.12(mean score)
Placements	3.3(mean score)	3.0(mean score)	1.80(mean score)	2.02(mean score)

Source: *primary data*

Table7.14. *The below table shows that budget for FDP'S for both type of institutions*

Budget for FDP's	Accredited Institutions	Affiliated Institutions
1' lakh – 3 lakh	65%	90%
3, lakh – 5 lakh	35%	10%

Source: *primary data*

Table7.15. *Regression analysis*

H_1: There is no significant relationship between Location of the Institution and Students placements per year.

Location of the institute	Accredited Institutions(x)	Affiliated Institutions (y)	dx	dy
Urban area	3.5	3.4	0.83	0.58
Within the town	3.1	3.6	0.43	0.75
Mandal area	2.1	2.5	-0.57	-0.32
Near by village	2.00	1.81	-0.68	0.19
* 5% level of significance r=12.506				

Source: *primary data*

Inference: There is Relationship between Location of the Institution and Students placements per year.

Table7.16. X^2-test

H_2: There is no significance influence between FDP programmes and outcomes of the staff

Outcomes	Accredited Institutions	Affiliated Institutions	Grand total
Developed	44(36.5)	29(14.5)	73
Moderately developed	19(24)	29(24)	48
Not developed	37(39.5)	42(39.5)	79
Total	100	100	200
***5% level of significance**			X^2_{cal} =18.437

Source: *primary data*

X^2_{tab} =5.99 at 5% level of significance (3-1)(2-1) degrees of freedom.

$X^2_{cal} > X^2_{tab}$, Null hypotheses rejected.

Inference: There is a significance influence between FDP programmes and outcomes of the staff.

Table7.17

H_3: There is no significance influence between Type of management and Rewards achieved

Rewards achieved Type of management	Role growth	Announcement in News paper/citation	Appreciation certificate	Grand Total
Autocratic Style	22	28	02	52
Participative style	60	32	22	114
Laisee-fair	03	14	17	34
Total	85	74	41	200
***5% level of significance**				X^2_{cal} =40.055

Source: *primary data*

$X^2_{tab} = 9.49$ at 5% level of significance (3-1)(3-1) degrees of freedom.

$X^2_{cal} > X^2_{tab}$, Null hypotheses rejected.

Inference: There is a significance influence between Type of management and Rewards achieved.

Correlation

Table7.18.

H₄: There is no relationship between Gender influences on Effectiveness of training programmes in engineering institutions.

Training programmes Effectiveness.	Male (X)	Female (Y)	$D=(X-Y)^2$
Industrial visits	3.08	2.75	4
Classs room teaching	3.00	2.92	1
Conducting work shops	3.13	2.60	0
Personality development class	3.34	2.98	1
Placements	3.40	2.42	16
Academic results	3.41	3.32	0
*5% level of significance			ρ=0.37

Source: *primary data*

Inference: There is (positive relationship) moderate relationship between Gender and Effectiveness of training programmes in engineering institutions.

Table7.19

H₅: There is no relationship between Type of institution and Values of staff in engineering institutions.

Values of the staff	Accredited Institutions Rank(X)	Affiliated Institutions Rank(Y)	$d^2=(X-Y)^2$
Independence	4	7	9
Financial rewards	6	4	4
Sense of achievement	7	6	1
Helping others	10	8	4
Creating something	8	9	1
Job security	2	1	1
Good working conditions	3	5	4
Friendships at work	5	10	25
Variety of tasks	9	3	49
Equality and Fairness	1	2	1
*5% level of significance			ρ =0.40

Inference: There is relationship between Type of institution and Values of staff in engineering institutions.

FINDINGS

➢ Majority of respondents have P.G as Education Qualification in both type of Institutions followed by some of them have PhD Degree and few staff have P.G with NET/ SLET.

➢ Majority (76%) of Respondents were married in both type of Institutions.

➢ Most of the employees were occupied as Assistant professor Position followed by Associate professor and professor in Engineering Institutions.

➢ It was inferred that 36% of total staff were in the age group of 41-50 yrs followed by 29% in age group of 51 yrs & above, 19% of the age group of 31-40 yrs and 16% in age group of 22-30yrs in Accredited Institutions. While 37% of total staff were in the age group 31-40 yrs followed by 36% in age group of 22-30yrs, 22% of the age group of 41-50 yrs and 05% in age group of 51 yrs & above in Affiliated Institutions.

➢ It was inferred that Majority of 76% of the staff covered by the study were Male employees 24% of them were females in Accredited Institutions, While 64 % of the staff covered by the study were Male employees 36% of them were females in Affiliated Institutions.

➢ It was inferred that 45% of respondents were Professors followed by 37% were Associate professors and 18% were Assistant professors in Accredited Institutions, while 09% of respondents

were Professors, 32% were Associate professors and 59 % were Assistant professors in Affiliated Institutions.

➢ It was inferred that 37% of staff have length of service 16-25yrs, followed by 25% have 0-6yrs, 20% have 7-15yrs and 18 % have 26 yrs & above in Accredited Institutions, While 42% of staff have length of service 0-6yrs, 32% have 16-25yrs, 17% have 7-15yrs and 09 % have 26 yrs & above in Affiliated Institutions.

Training Programmes for Students

➢ It was inferred that Maximum no. of Personality Development (3.95) class held followed by Placements (3.80), Academic results (3.60), Class room teaching (3.29), conducting workshops (3.06) & Industrial visits(2.90) in Accredited Institutions, While Personality Development (3.34), conducting workshops (3.25), Class room teaching Placements (2.15), placements(2.00), Academic results (1.70) and Industrial visits(1.30) in Affiliated Institutions.

Career Development Programmes for Teaching Staff

➢ Role Growth is high in Accredited Institutions While It was Average in Affiliated colleges.

➢ Reward given to employee like Announcement in news paper /citation is excellent in Accredited Institutions While It was poor in affiliated colleges.

➢ Appreciation certificate given to some of teaching staff in Accredited Institutions While It was not seen in affiliated colleges.

➢ Maximum of 70% of staff were given paper presentation, 60% staff have attended 1-5 FDP's, 40% of staff conducting seminars in Accredited Institutions.

➢ Maximum of 80% staff have attended 1-5 ,68% of staff were given paper presentation , 35% of staff conducting seminars and 26% of staff attended conferences Affiliated Institutions.

➢ It was inferred that Staff personal qualities/work characteristics are the Emotional maturity score 2.44 in Accredited Institutions and 2.13 in Affiliated Institutions.

➢ While Independence score 2.44 in Accredited Institutions and 2.13 in Affiliated Institutions

➢ While Punctuality score 3.52 in Accredited Institutions and 3.11 in Affiliated Institutions

➢ While Handle conflict score 2.99 in Accredited Institutions and 1.99 in Affiliated Institutions

➢ While Ability to plan score 3.01 in Accredited Institutions and 2.98 in Affiliated Institutions

➢ While Dependability in completing works score 2.82 in Accredited Institutions and 2.50 in Affiliated Institutions.

➢ While Flexible &open mindedness score 3.21 in Accredited Institutions and 3.18 in Affiliated Institutions

Institution Profile

It was inferred that 40% was intake 360 and 60% was 720 in Accredited Institutions, While 25% was intake 360 75% and 720& above in Affiliated Institutions.

Budget for Conducting FDP's

Majority (65%) of institutions was spent one lakh to three lakh rupees annually and 35% were spent three lakh to five lakh in Accredited Institutions. Majority (90%) of institutions was spent one lakh to three lakh rupees annually and 10% were spent three lakh to five lakh in Affiliated Institutions.

Through Statistical Tools

There is a significance influence between FDP programmes and outcomes like self development and knowledge enhancement of the staff in engineering colleges. There is a significance influence between Type of management and Rewards achieved.(i.e Role growth, citation and appreciation-certificate). There is (positive relationship) moderate relationship between Gender and Effectiveness of training programmes (Industrial visits, classroom teaching, Placements, Personality development class etc…) in engineering institutions.

There is relationship between Type of institution and Values of staff at worth environment (Job security, financial rewards, equality and fairness etc…) in engineering institutions.

SUGGESTIONS

➢ A substantial number of faculty respondents expressed the view that top management of institutions were not make effort to identify and utilize potential of the teaching staff.

➢ No written appraisal policy is available in Performa format, the appraisal system has been considered mostly to be a ritual than useful instrument.

   There is a feeling amongst most of the respondents that was no evidence of utilizing the appraisal data either for identifying the development needs or to it with any kind of motivational factors other than for regular instruments for promotions.

➢ There is no Mechanism in Both type of Institutions for participative practices like team work, problem solving teams etc…Top management should introduce such a participative mechanism as a part of HRD process.

➢ There is a no evidence of a formal counseling system in practice therefore there is a need for establishing a separate counseling cell for the teaching staff.

➢ Placements were poor in Affiliated Engineering colleges, so management has to take steps to have more placements in their colleges.

➢ There is a need for continuous development through career planning .Though Engineering Institutions to establish a separate Human Resource Development Cell, to coordinate the training and development activities. This could done by forming the steering committees with representatives from the affiliated colleges that is principals and head of the departments as its members. this steering committee also have a few HRD experts. Their guidance and expert advice will enrich the deliberation and help in better designing and improvement of HRD programmes.

CONCLUSION

 HRD mainly aims at building human competence, creating a climate congenial for work and improving employee satisfaction with career development. This is achieved through the employee's competency development with the help of training programmes and other HRD interventions. Effective implementation of HRD initiatives help in improving the morale and motivation levels of employees further enhancing their team spirit and boosting their jobs satisfaction. HRD initiatives bring out the best in the employees ensuring success of an organization.

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