

The Two Faced Human Resource Management in Education

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Abstract—Education is one of the strongest pillars that keep the economy stand erected, in its absence the whole economy will appear like leaning towards the dark end of illiteracy, unemployment and poverty leading towards sheer economic downfall. Human Resource in Education has a two way conceptualization i.e. How intellectual human resources, the educators develop prospective human resource for the corporate and other organizations and how important it is to absorb and sustain such educators for the academic institutions so that they can efficiently deliver their responsibility of enabling the mere population of the country to be converted into literate and employable resource for numerous organizations both nationally and globally.

Managing Human Resource in other industries is far different from managing intellectual human capital in education industry; it is so because in other industries the fate of customer does not lie in the hands of the service provider but in education industry where we are treating educators as intellectual human capital the very fate is almost in their hands. There it is even more important to understand them, their uniqueness and make judicious utilization of their knowledge and expertise so that they can contribute in the making of efficient human resources. Another aspect is that in educational institutes the basic Human Resource practices of Recruitment and Selection, Remuneration, Training and Development, Performance Appraisal and so on also needs to be dealt differently and in an appropriate manner.

Through this research paper an attempt is made towards first identifying the points at which the Human Resource in Education industry differs from Human Resource in other Industry and is this difference prevails then how it is dealt differently by applying various procedural and psychological methods in order to ensure higher efficiency.

Keywords: Educational Institutes, Intellectual Human Capital, Human Resources, Human Resource Management Process.

1. INTRODUCTION:

There are numerous professional sectors existing and each has their own unique requirements which differ from one another. But despite of these differences, there is one element that is universally valued in every organization is the Human Resource, the People working for the organizations and is considered as one the most important factors that define organization's success. In other words Success of an organization is the byproduct the performance of its leadership

and their employees and the quality that they can infuse into the products and services that they are delivering to the customers.

Now being such a valuable asset of the organization, it also becomes necessary that it is also dealt differently rather more consciously. The story is little different in case of Education industry, where the product is produced in the form of another set of people who will be absorbed in various other organizations across industries, defining its success and deciding its fate. Now, the point here arises is that when educationists are playing such a crucial role not only for uplifting the students whom they are teaching, but directly or indirectly contribution a very vast proportion to the overall economic growth of the country, what do they deserve, in terms of their own growth and development within their academic associations.

Like other formal organizations, educational institutes need human beings to execute its programs and achieve educational goals and objectives. Therefore the need of this hour is to establish and sustain dedicated Human Resource to enable the educational association to synchronize their present situation and the future of all the functional sectors leading towards the overall economic up gradation.

1.1 The Twin functions of Human Resource in Education:

As the title of this paper suggests that the role the Human Resource in education industry is two faced, firstly, an effective human resource system is required for managing and sustaining the valuable intellectual class in the institutes, so that they can contribute fully in the process of producing quality Human Resource for the other sectors, which makes the second face of the study. Put simply "Only a well managed intellectual human capital in educational institutes can produce human resource that becomes manageable in other organizations."

Key to educational quality and success in any society's education system are the educators. Understanding the importance of human resource policies and practices in the process of recruiting, retaining, professionally supporting and providing the proper working environment for sufficient numbers of teachers that meet the needs and expectations of quality education for all – in essence creating a Decent Work

agenda for these highly valued professionals – the ILO Governing Body mandated the ILO's Sectoral Activities Department has prepared a toolkit on good human resource practices for the teaching profession.

What constitutes this toolkit?:

Rationale of the Toolkit: The university has a duty to uphold and promote internally quality teaching and research, which includes having measures and processes in place that secure its own integrity and the ethical behavior of all constituents in all domains of university life. Human Resources Management can play an important role in this, by monitoring 'ethical professional practice' in different places of the university infrastructure.

Key Ethical Principles and behavior: A higher education institution should have a policy on what constitutes ethical behavior, which is based on agreed principles that have been implemented throughout the institution. The foundations for this are the academic values that are shared by most higher education institutions, and which are in line with the rights and responsibilities of citizens in the country where the institution is situated.

Samples of Misbehavior and unethical attitude: It is concerned with the identification of different forms of misbehavior, unethical, inappropriate and unprofessional practice as they occur in day to day situation, where management, faculty and staff are concerned

Tools for Promoting and stimulating Ethical Behavior: Rules and regulations alone do not solve all issues of ethical conduct. A culture of ethical behavior is needed, comparable but also complementary to the quality culture in teaching and research. The creation and stimulation of positive values and attitudes will certainly contribute to this, but are of course not sufficient on their own. They must be underpinned by clear and unrelenting rules and regulations.

Human Resource Management: Basic Concepts, Trends and Models in HEIs: A brief overview of basic concepts and trends in human resource management, focusing on models in use and concrete examples in the public sector. The aim is to contribute to accountability and transparency solutions in staffing approaches.

1.2 Toolkit for Human Resource Management

Human Resource Management has grown in importance for organisations, A basic idea of HRM evolution and trends may guide us on how to deal with specific HR issues in a higher education setting, especially with respect to ethics ethical behavior.

Vanderstraeten (2014)⁴ distinguishes four dimensions of HRM, which each have their characteristics and are influenced by the organizational environment in which they are used. These dimensions cover the whole range of activities that the HR manager can develop, and are applicable in almost all the

sectors including Education sector. The dimensions are as follows:

The Instrumental dimension

Talking about the instrumental side of HRM stands for a smooth administrative service by competent and efficient management and staff, which enables the organization's core activities. Some organizational structures are undergoing faster developments than HRM, and the impact from the social and economic environments in which organizations (including universities) are reoperating has grown.

For example, Europe's higher education is increasingly becoming an indicator of a country's economic prosperity, and the organization of HE provision, including its personnel management, is becoming a key factor in what is commonly called the modernization process of HEIs.

The latest revision of the European Standards and Guidelines for Quality Assurance(2015)⁶, which is the regulatory framework for implementing and monitoring quality processes in European higher education institutions, introduced the new paradigm of student-centred learning, which aims at fostering a culture of quality. Ideally this goes

hand in hand with engaging also other internal stakeholders such as faculty and staff, through HRM.

The People dimension

As already discussed, a key factor in any organization is its Human Resource, that needs to be kept motivated and reinforced for much effective performance. This makes finding ways to stimulate them to work for the benefit of the organization a bigger concern.

According to Appelbaum (2000)⁷ people perform well when they possess or can develop the necessary "knowledge and competence" (ability or competence), when they get the right "incentives and stimuli" (motivation), when they 'have the opportunity to make joint decisions and participate' (participation).

Empowering employees is a strong impulse to get them more involved. It is often the result of respecting the autonomy of the employee, which leads to a 'soft contract' approach, in which the manager or head is more seen as a facilitator.

The Strategic dimension

From a strategic angle the HR manager plays a central role in the organization, and this in view of achieving performance results. In this lies a major difference with the role of the manager of the personnel department, who is more an administrative head. That one model existing in the field of HRM have been really influential for strategic human resource management, the Michigan or Tichy model.

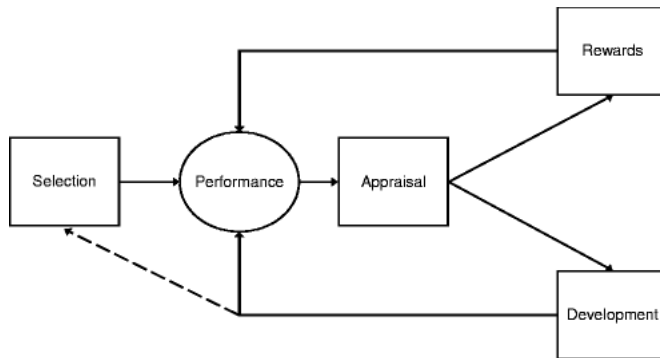


Figure 1: Michigan Model

According to this the HRM strategy and the HRM policy are essential to the organization, and are also subject to external forces which may be political, cultural and economic. With this model the HRM cycle includes four functions, namely 'selection, appraisal, remuneration and development', which must be embedded in the strategy and structure of the organization. These elements are located on three organizational levels: strategic, managerial and operational level.

The Organizational dimension

HRM being about the management of both the organization and its 'people', it is logical that attention is given to their relationship, which somehow has to be synergetic (Vanderstraeten,2014). However the organizational dimension also brings more responsibility and autonomy for the HEIs, and the classical bureaucracy has to be replaced by autonomy and flexibility. It is so because in HEIs the relationship is not primarily professional, it is moreover emotional and personal as it has to be maintained with the students, the future generation who mostly take teachers as their role models and tries to model them and then the relationship is more about mentor mentee relationship.

2. HUMAN RESOURCE MANAGEMENT PRACTICES FOR HIGHER EDUCATION INSTITUTIONS:

Recruitment and Selection: Institutes sets high standards for excellence in teaching and research will benefit from a highly selective and multi-layered selection process. Faculty members constitute a Selection Committee, which selects the best candidate for a specific post, on the basis of internal regulations and criteria fixed beforehand. The nomination is approved by the Faculty or Department Council. The Head of the Institution (Rector, President) will approve the appointment/appoint the selected person.

Criteria, Procedures and Documentation required: Faculty are appointed according to their academic qualifications (in the relevant field) and professional work experience. For each of the positions in the faculty ranking, minimal requirements

have to be set, in the following areas: required qualifications, academic and other relevant work experience, scientific publications, etc.

Employee Promotion: Promotion or advancement in work is preferably not just a matter of routine or seniority, but is principally based on merit. The candidate must show a degree of excellence in teaching/research which distinguishes him or her from colleagues or other candidates. air and undisputed recruitment and promotion actions require strict procedures and regulations interms of criteria, follow-up and deadlines.

Employee and Staff Evaluation: An appropriate feedback is the lifeline that leads one towards great success which should follow an elaborate evaluation procedure which in education sector must includes an (anonymous) evaluation of lessons by students, and occasionally 'class observations' by a person superior in rank. All this must be duly recorded, and the results kept in the staff member's individual file at the personnel department.

Employee ethics, duties and responsibilities: Any employed person has to behave in accordance with the company ethics, as described in the Code of Ethical Conduct presented to the employee, when signing an employment contract.

In education sector It comprises of:

Maintaining correct professional relationships with students, staff and other colleagues;

Carrying out all duties related to the job with efficiency, professionalism and keep abreast of professional developments in one's field;

Using the university equipment and materials with utmost care;

Abiding with the university's Code of Ethical Behavior.

Justified Salaries and fringe benefits: There should be an equity between remuneration and workload, leading towards heightened motivation among employees. In Higher Education Institutes they should aim at offering decent salaries to all staff members. The university system should allow for some flexibility in wage setting in order to be able to reward outstanding performance or contributions (e.g. for researchers). Means to achieve this are:

Fixed term contracts for statutory employees to alternate with contracts of indefinite duration

A working environment that leads to improved results and that stimulates outstanding performance/excellence for high-profile positions in both academia and governance.

- An integrated HR policy which is flexible and output-oriented will ensure this.

Supporting equality and diversity among staff: True equality is holding everyone accountable in the same way,

regardless of race, gender, faith or ethnicity. The university has to guarantee equal career opportunities to all staff in equal positions, while respecting diversity, and without any discrimination on the basis of gender, race, religion, specific orientation or personal views. Providing proper gender balance in all positions and ranks. And providing supportive measures regarding staff with disabilities.

Training and Professional development: Everyone who enters academics enters the stream with the vow of lifelong learning. Especially for academics, pressure to excel in teaching and research is high, which means that a stimulating and collegial working environment is necessary. This is in line with the paradigm of lifelong learning, which allows young professionals to grow in the job.

Participation in decision making and complaint procedure: More than money what works as a bigger motivation is the responsibility held to a person, and authority to participate in decision making. On the other hand a proper laid down complaint procedure and conflict resolution procedure has become a necessity for every organization so as for educational institute as well.

That was about the one face of this research paper, which talked about how Human Resource Management practices has to be implemented in Higher Education institutes in order to sustain quality in teaching that in return effects the whole education system. In the Second face of this paper an attempt is made to see the picture the other way round i.e. What role these intellectuals play in turning around the overall personalities of their students and grooming them in such a way that at the end of any respective program these institutes are capable of producing a whole lot of skilled human resource that can be absorbed in various other organizations. Isn't this process seem impossible in the absence of a teacher?

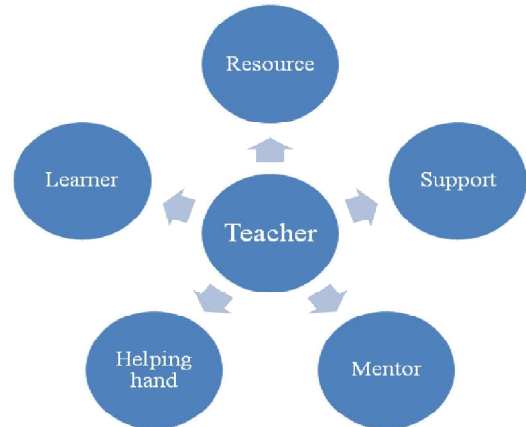
Indeed it is! "As teaching is one profession that creates all other Professions"

If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the father, the mother and the teacher.

A. P. J. Abdul Kalam

So here are certain important roles that educators play in life of students

The Five important Roles of a Teacher:



Resource: The most important and valuable resource that a teacher carries in ample is Knowledge and Information, that every student seek for almost throughout their life and sometimes even after that.

Support: A teacher always support their student sometimes as a coach, as a leader and sometimes as a counselor.

Mentor: Mentoring is one of the biggest role that a teacher plays to his/her students, as the students look up to teachers and may pattern their own behavior and work ethic to match the educator.

Helping Hand: "There is no exercise better for the heart than reaching down and lifting people up." — **John Holmes**

And this is what teacher are meant for, they provide help to students when they need it the most.

Learner: A teacher is one who realizes the importance of lifelong learning. They never claims that they know it all and are always willing to grow, and they try their level best to inculcate the same in their students making them a positive person with Will and Coiurage.

Teachers help us to become high-quality professionals. Only professionally qualified people produce quality services and products. Which play the huge role in the economic development of the country. A student is like soft clay in the hands of his teachers. Students mind can be mounded into any shape in tender age. If taught well by his teacher he can become an important tool for the society.

Teachers are founts of experience. They have already been where their students are going, undergone what they will go through and are in a position to pass along lessons, not only regarding subject matter, but lessons on life.

3. CONCLUSION:

Appropriately qualified, well-supported and remunerated, highly motivated teaching personnel working in a stimulating teaching and learning environment are the most important element of any education system. The status of teachers and public esteem for the teaching profession are crucial to high-quality education delivery. As international standards adopted already in the 1960s emphasize, teaching is a profession requiring expert knowledge and specialized skills, acquired and maintained through rigorous, ongoing education and training, and a sense of personal and collective responsibility for the education and welfare of learners. Teachers who benefit from equitable, enlightened human resource management and policies deliver better education and stay in the profession longer, reducing staff turnover and the associated costs and problems for education managers.

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