Innovations

Conceptual Framework for Human Resource Management Practices in Business Schools

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Abstract

Management education is widely recognized as an important part of the total education and training system. It includes a variety of different aspects apart from just inculcating functional skills and developing students' minds as a depository of necessary facts and tools. The purpose of Management Educational Institutions(MEIs) is to produce global business management professionals, entrepreneurs, consultants, and academicians to keep pace with existing and emerging global business scenarios. In order to cope with the changing business scenario and respond to the corporate demands of the modern knowledge era, the institutions have created sectoral markets by offering demand-driven innovative management programs focusing on service sectors such as government, agriculture and rural development, education system, environment, and so on. This research paper tries to explore the human resource management practices in management educational institutions (Business Schools) .

Keywords: Management, Education, Professionals, Entrepreneurs, Consultants, Academicians.

1. Introduction

Management education plays a crucial role in the economic growth of every nation. Despite tremendous quantitative development still, there are challenges to be addressed through appropriate policy formulation and its effective implementation. It is essential tounderstand the challenges and opportunities to be encountered by the management education system for future growth. According to Tandon & Garg (2011),Management Educational Institutions (MEIs) have become commercial establishments without any commitment to education. MEIs have less investment and attention on faculty management and development. Human resource management practices are absent in most business schools. The present studytries to explore the human resource management practices in management educational institutions (Business Schools) of Tamil Nadu.

The efficient functioning of the system of management education is vital for the progress of the country. In the absence of good management institutions, the country will not have effective, efficient, and well-equipped manpower required for the progress of the nation. In recent decades the rapid growth of MEIs has brought in competition in attracting students, faculty members, and other resources.Increased commercialization has made the institutions focus intensively on the recovery of investments rather than improving curriculum, faculty competence, and quality delivery system. As a result, India facing the global challenge to follow the

best practices in terms of admissions, curriculum quality, faculty members, pedagogy, funding, overseeing and control, coordination, and accreditation. It is essential for business schools to adjust their program structures, curriculum, teaching, and understanding methods to the realities of the 21st century to meet the increasing corporate expectations, student aspirations as well and the demands of global competition. Business schools have no choice but to adapt the demands of a fast-changing business environment and produce future managers equipped with all the skills required to articulate the best possible strategies.

MEIs can be categorized into three entities namely, the teaching fraternity- faculty members, the non-teaching or administrative staff, and the student fraternity. Management educational system at every level depends on faculty members for the execution of its program and they are the key inputs in the process of generating knowledge. Maintaining and improving educational standards is possible only through faculty members- who act as amediator for the crucial entity of the institutions.

The goal of the management education system is to develop the skills, the knowledge, and the personality of the future professionals. The fulfillment of these objectives is possible only with the effective management of a teaching fraternity. The role of teaching professionals in the development of students involves not only imparting knowledge and skills but also counseling and developing critical as well as innovative thinking.

2.Literature Review

Schulze (2006) implemented a survey design to study the factors influencing the job satisfaction of academics. This study dealt with nine basic job elements of academics such as teaching, research, community service, administration and own management, compensation and job security, promotions, management and leadership, co-workers' behavior, and physical conditions and support facilities. The results revealed that job satisfaction had the highest correlation with physical conditions and support, research and thereafter compensation and other benefits offered by the university. Government interference in teaching, poor quality of students' work, research-related aspects, promotion criteria and politics surrounding promotion, time spent on administrative work, the level of interaction at meetings, salaries, lack of funding to attend conferences, and lack of recognition for work within the institution were identified as causal factors of dissatisfaction.

Umi (2007) conducted descriptive cum exploratory research to study the influence of work satisfaction, organizational commitment, and turnover intention on performance and to analyze the influence of work satisfaction and organizational commitment towards turnover intention among lecturers at private universities of West Java and Banten. It showed that work satisfaction and organizational commitment were the main factors influencing the turnover intention of the lecturers. Work satisfaction, organizational commitment and turnover intention were also found to have a significant influence on performance. This study recommended identifying and improving the factors causing work satisfaction to keep the faculty members loyal and committed and to reduce turnover intentions.

An exploratory factor analysis found that job satisfaction manifested as three meta dimensions namely, balance, commensuration, and security. 'Balance' includes working environment, pay, and cooperation of peers as dimensions of prevention of dissatisfaction and delegation of work, opportunity for growth, delegation of authority, and opportunity for advancement as dimensions for enforcement of motivation. 'Commensuration' represents a higher reward for a higher level of stress and 'Security' indicates job security.

Another study confirmed that supervisory skills, growth opportunities and flexible work/life policies were the key constructs of the voluntary turnover process and supervisors exert a crucial influence on staff members' job satisfaction and their intent to stay or leave. It suggested flexible work policies and incentives for meeting the demands of work and family responsibilities to reduce the turnover rate. The multiple

regression models proved that discipline-specific information is indispensable to institutional administrators and policymakers for effective faculty retention. It suggested that retention efforts at the institutional level should be centered on an atmosphere of academic autonomy, free expression of ideas, smooth communication between faculty members and administrators, enhanced job security, more opportunities for advancement and a positive and nurturing atmosphere for professional growth.

Mohsin,et.al (2011) explored the role of demographic factors in the relationship between high-performance work systems and job satisfaction. The results showed a positive and significant correlation between high-performance work systems and job satisfaction. The demographic variables, rank and nature of tenure were found to have a moderate relationship with job satisfaction. It recommended that universities improve performance-based pay by defining a clear and well-communicated performance evaluation system and improving selection criteria to enhance the performance of academic faculty and universities. It suggested that future researchers explore the findings in different environments and cultures.

Junejo et al., (2010) stated that education institutes followed outdated and non-standardized traditional performance assessment systems with no well-defined policies and criteria. The ineffectiveness of the old assessment system such as lack of communication of performance assessment criteria to teachers, poor feedback, lack of clear reward, and unorganized developmental plans collectively act as input for falling the standards of education. This study advocated for developing and enhancing the profiles of faculty members by encouraging research and imparting new teaching methodologies and knowledge updates. This research identified a need for human resource systems and practices in educational institutes. It concluded that defined policies and criteria of the performance management system will impart the required behavior of faculty members, reorganize the functionalities, assist in getting the accreditation and help to meet international standards and long-term existence.

According to Muhammad, et. al., (2011), there is a significant difference in human resource management practices of public and private universities. Human resource management practices in the areas of job definition, training and development, compensation, teamwork, and employee participation were better in public universities than in private universities. Performance appraisal practices were found to be better in private universities than in public sector universities. This study recommended that private sector universities emphasize improving human resource practices in the areas of teamwork, job definition, employee participation, compensation, career planning, and training and the public sector universities should focus on performance appraisal practices to enhance the quality of higher education.

Edward et al (2009) analyzed the factors affecting faculty job satisfaction at two selected universities in Malaysia. A random sample of a hundred faculty members was selected from the university personnel files. The major sources of job satisfaction for Malaysian faculty members were policy administration and salary. Sources of dissatisfaction were achievement, growth, interpersonal relations, recognition, responsibility, supervision, work itself, and working conditions. The hygiene factors of salary and policy and administration were found to be significant contributors to faculty members' satisfaction. The suggested enriching motivator or intrinsic areas to help the faculty members reach self-actualization. A parallel verification study on factors affecting job satisfaction by using the critical incident method was mentioned as further research.

The influence of eight components of human resource management such as benefits, due process, employee participation, employee skill level, general training, job enrichment, social interaction, and wages were analyzed. The study found a significant relationship between human resource management strategies and effective and normative organizational commitment at all levels. The institutions were recommended to

design policies and practices that increase employee discretion and responsibility for the effective retention of staff members (Manger & Eikeland, 1990).

3. Objectives of the Study
The specific objectives of the study are,
i. To assess the state of existing human resource management practices in selected business Schools
ii. To study the problems of human resource management practices in selected business Schools
iii. To suggest suitable human resource management practices for the B Schools.

4. Scope of the Study
The present study is conducted in selected management educational institutions of Tamil Nadu. It concentrated only on educational institutions offering MBA courses accredited by AICTE; it covers arts and science colleges, engineering colleges and business schools of Tamil Nadu. The sample frame of this research includes only the teaching faculties working full-time in management education entities.This study attempts to reveal the recent scenario of human resource management practices in MEIs. It focuses on human resource practices such as recruitment, selection, orientation, training, development, performance appraisal, compensation and other benefits, working environment, welfare measures, grievance handling and separations. Comparison among the different categories of MEIs provides the platform to understand the similarities and dissimilarities of human resource management practices. The opinions of faculty members will contribute to the effective management and development of the talents in these institutions. The study contributes not only to the development of the teaching fraternity but also benefits all stakeholders involved in the management education system.

5. Operational Definitions
5.1Business Schools
Business Schools are the higher education institutions that offer full-time Master's Degree in Master Business Administration (MBA) accredited by the All India Council for Technical Education (AICTE). Higher education institutions include standalone B-schools affiliated with Universities, Departments offering MBA programs in Engineering Colleges and Arts and Science colleges.

5.2 Human Resource Management
Human resource management practices can be defined as a process of procuring, developing and maintaining competent human resources in the organization so that the goals of an organization are achieved in an effective and efficient manner. In the view of Bhargava (2013) it is the process of acquiring people services, developing their skills, motivating them to the high level of performance, and ensuring their continuing maintenance and commitment toward the organization to achieve the goals(Bhargava, 2013)

6. The Key Variables Considered for the Study:
An independent variable is one "that influences the dependent variable in either a positive or a negative way" (Cavana et al., 2001, Sekaran, 1992). Dependent variables are the ones that are observed and measured in response to the independent variable. The aim of the study was to(Bhargava, 2013) understand the HR practices in the B schools and to help them appreciate the importance of assessing the best practices. The independent and the dependent variables are listed below:
The independent variables are

6.1. Working Environment and Welfare Facilities (WEWF)

Working Environment and Welfare facilities denote measures taken by the management education institution to ensure the well-being of the faculty members at the workplace. This factor includes the physical setup and the welfare measures such as individual cabin facilities, availability of facilities and supplies, teaching aidsfacilities, parking facility, transport facility, housing and hostel facilities and cafeteria facility.

6.2. Recognition and Participation in decision making (RPD)

Recognition refers to the action of acknowledging the best performance of the faculty members through monetary and non-monetary rewards. According to Keith Davis, "Worker's participation refers to the mental and emotional involvement of a person in a situation which encourages him to contribute to group goals and share in responsibilities of achieving them". Participation in decision-making aims at describing the nature of administrators of business Schools in empowering faculty members by ensuring their participation in the decision process not in mere job-related activities but at all levels of management.

6.3. Performance Appraisal (PA)

According to Ramaswami(1996), performance appraisal is a systematic and objective method of judging the relative worth of individual employees and analyzing their ability to perform a given task. In the case of management educational institutions, it involves systematic evaluation of the personality, performance and potential of the faculty members. The purposes of performance appraisal are, to help make decisions related to salary, rewards, promotion and so on, to identify the areas to be improved by the faculty members and to validate the effort taken by the business Schools for selection and developing faculty members.

6.4. Compensation and Benefits (CB)

Edwin B.&Flippo(1984),define compensation as the adequate and equitable remuneration of the personnel for the contributions to the organizations' objectives. In the present study, "Compensation" denotes the salary paid by the business Schools for the work done by the faculty members. Benefits are the additional perquisites that are provided by the MEIs to the motivation and performance of the faculty members. It covers allowances and incentives namely increments, leave facilities, medical and health care insurance, conveyance allowance, flexible working hours retirement benefits and so on.

### 6.5. Job Satisfaction(JS)

Job satisfaction may be defined as the contentment an individual has with her or her job.
Most researchers would tend to agree that employer's benefit when employees have high
levels of job satisfaction as job satisfaction among employees has been tied to increased
productivity, creativity, and commitment to the employer (Syptak, Marsland, and Ulmer,
1999). Piper (2006) reported that a benefit of the employee satisfaction survey is the implied message that the employees in an organization are valued and appreciated. Because of its relevance to working conditions as well as its relationship to employee productivity, job satisfaction is frequently researched and, therefore, one of the "best-researched concepts in work and organizational psychology" (Dormann & Zapf, 2001, p. 483). One important issue concerning job satisfaction that is addressed in the literature is how to best measure the variable of job satisfaction: as a global variable or a multifaceted variable. Measuring job satisfaction globally (i.e., "How satisfied are you with your job in general?" (Brief, 1998)) has its advantages: the measurement is rapid and efficient, has good test-retest reliability (Kristensen and Westergaard-Nielsen, 2007) and gives an overall representation of the employee's level of contentment. However, the global measure tends to gloss over critical aspects related to the job that would have been measured if a multifaceted measure of job satisfaction had been used. Multifaceted measures of job satisfaction such as the

Job Descriptive Index (JDI) used by Glick (1992)measure facet-specific job satisfaction across the facets of coworkers, pay, opportunities for promotion, supervision, and work (Brief,1998).Several studies in the research literature have documented a complex relationship between job satisfaction and turnover intent. Shulz et.al (1987) examined turnover intent among retail pharmacists and found that job dissatisfaction was directly related to turnover intent. In a 1991 study, Weisberg and Kirschenbaum determined that high and moderate levels of job satisfaction are similar in their impact on turnover intent; however, a lack of job satisfaction "drastically raises a moving intent".

7. Theoretical Model for HRM Practices in B Schools

This theoretical model is designed based on the above-discussed independent and dependent factors. This model utilized four independent variables (Working Environment and Welfare Facilities (WEWF), Recognition and participation in decision making (RPD), Performance appraisal(PA), Compensation and Benefits(CB)) and one dependent variable (Job Satisfaction (JS)) to formulate the theoretical model for HRM practices in B Schools.

Figure 1 Theoretical Framework
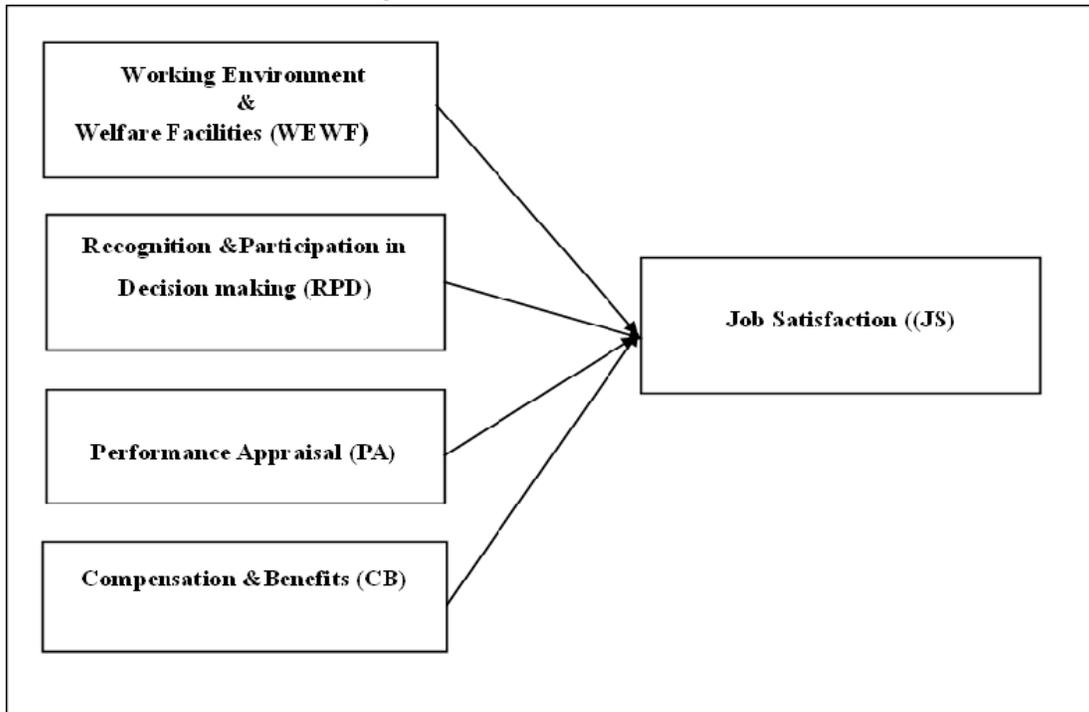
8. Conclusion

The B Schools must provide reasonable payment, fringe benefits, research facilities and flexible work time to enhance the work life balance of faculty members. Participative decision making, motivation through recognition and autonomy of the faculty members results in job satisfaction and employee's organizational commitment. It is concluded that integration of HRM practices with overall strategies, providing adequate funds for training and development, provision for career development will improve the quality and performance of the institution. Faculty members shall be given sufficient time and adequate resources to undertake research activities. Institutions shall provide infrastructure and support services like library resources, computer and printers, internet and Wi-Fi facilities, overhead and LCD projectors and well-furnished individual cabins shall be made available to create a research-based work culture. In addition, the

institutions shall continuously monitor the research activities of the faculty members in order to avoid stagnation and identify the problems of the faculty members regarding research.

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