

A STUDY ON HRD IN EDUCATION SECTOR - CHALLENGES IN SELF- FINANCE COLLEGES

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Abstract

Human resource management in education industry is very important result with bandage the threat managing challenges against staff turnover. This is because education personnel's are the major instrument for achieving educational goals consequently introduction of new institutions and Institution development. Human resources are the key to express socio-economic development and efficient service delivery. This paper scheme with Staff satisfactory level, developing skill, priority focus and motivated workforce operating within a maintenance human resource in same institution. Every educational system depends heavily on the human resources for execution of its programme. The function of human resource management in education includes recruitment to retirement of staff maintenance and development of staff procurement and their job performance reward. The challenges of human resource management include poor working condition, problem of staffing, funding, incessant transfer of Staff.

Keywords: Educational System, Human Resource, Educational Goals, Work Force, Staff Maintenance

I. Introduction

The essence of Human Resource Development is education, which plays a significant and remedial role in balancing the socio-economic fabric of the Country. Since citizens of India are its most valuable resource, our billion-strong nation needs the nurture and care in the form of basic education to achieve a better quality of life. This warrants an all-round development of our citizens, which can be achieved by building strong foundations in education. In pursuance of this mission, the Ministry of Human Resource Development (MHRD) was created on September 26, 1985, through the 174th amendment to the Government of India (Allocation of Business) Rules, 1961.

Objective of the study

➤ To study the challenges faced by the education sector with reference to the self-finance colleges Thanjavur.

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- To analysis the sustaining factor and challenging factor of Colleges.
- To find the causing factor and offer recommendation to the problem.

II. Research Methodology

The researcher adopt the descriptive research design for this study. By using questionnaire the data collection and using SPSS 20 the output are generated. Based on the result of percentage analysis, mean, standard deviation and Chi-square test they draw findings and suggestions are offer based on the description of the researcher view.

Method of Data Collection

Both primary and secondary data are used for the study. Questionnaire used to collect primary data for the research paper.

Sampling Size & Design

The researcher adopts non-probability convenient sampling and sample size was 90 respondents.

Table No. 1

Percentage analysis of Socio-Demographic factor

GENDER	Frequency	Percent
Male	62	68.9
Female	28	31.1
Total	90	100.0
AGE	Frequency	Percent
30 & Below	29	32.2
31 - 40	33	36.7
41 - 50	22	24.4
51 & Above	6	6.7
Total	90	100.0
FAMILY MEMBER	Frequency	Percent
BELOW 4	58	64.4
4 – 5	23	25.6
6 – 7	7	7.8

ABOVE 7	2	2.2
Total	90	100.0

Source: SPSS 20 (using Questionnaire)

Inference

From the table it was inferred that, 68.9% of the respondents are male and 31.1% % of the respondents are female. With regards to age 32.2% of the respondents are 30 & below, 36.7% of the respondents are 31-40, 24.4% of the respondents are 41-5 and 6.7% of the respondents are 51 & above. With regards to family member 64.4% of the respondents are below 4, 25.6% of the respondents are 4 – 5, 7.8% of the respondents are 6 – 7 and 2.2% of the respondents are above 7.

Table No. 2

Analysis of Mean and Standard Deviation

Descriptive Statistics	Mean	Std. Deviation
Staff Satisfactory	3.73	1.314
Developing Skill	4.14	1.097
Priority Focus	3.64	1.063
Motivated Workforce	4.12	.946
Working Condition	3.56	1.072
Problem of Staffing	3.88	1.037
Funding	3.69	1.158
Incessant Transfer of Staff	3.83	.890

Source: SPSS 20 (using Questionnaire)

Inference

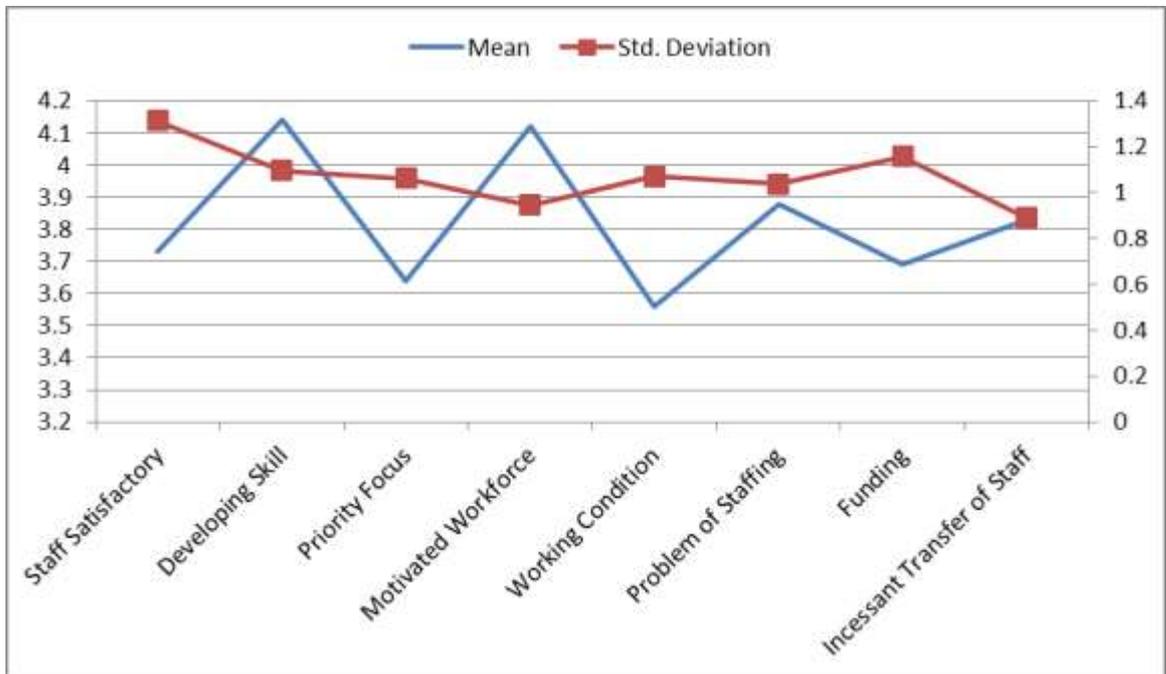
From the table it was inferred that, Staff Satisfactory mean value was 3.73 it was between medium to high with SD 1.314, Developing Skill mean value was 4.14 it was between high to very high with SD 1.097, Priority Focus mean value was 3.64 it was between medium to high with SD 1.063 and Motivated Workforce mean value was 4.12 it was between high to very high with SD 0.946

Working Condition mean value was 3.56 it was between neutral to acceptable with SD 1.072, Problem of Staffing mean value was 3.88 it was between neutral to acceptable with SD 1.037, Funding mean

value was 3.69 it was between neutral to acceptable with SD 1.158 and Incessant Transfer of Staff mean value was 3.83 it was between neutral to acceptable with SD 0.890.

Chart No. 1

Analysis of Mean and Standard Deviation



Source: Table No. 2

Result

From the above comparative chart it show Staff satisfactory, working condition, priority focus and funding are high deviation compare with mean value is respective order.

Test No. 1

Chi- Square test Analysis Gender influence on Psychographic factor

H₀: There is no signification relationship between gender and psychographic factor.

H_a: There is signification relationship between gender and psychographic factor.

Table No. 3

Pearson Chi-Square	Value	df	Asymp. Sig. (2-sided)
Respondents Gender * Staff Satisfactory	5.277a		.260
Respondents Gender * Developing Skill	14.185a	4	.007

Respondents Gender * Priority Focus	2.349a	4	.672
Respondents Gender * Motivated Workforce	2.552a	4	.635
Respondents Gender * Working Condition	6.814a	4	.146
Respondents Gender * Problem Of Staffing	4.108a	4	.392
Respondents Gender * Funding	7.640a	4	.106
Respondents Gender * Incessant Transfer Of Staff	5.262a	4	.261

Source: SPSS 20 (using Questionnaire)

Result:

All the Asymp. Significant value of Chi-Square value was greater than 0.05. So, the null hypothesis was accepted except Development skill. Hence, there is no signification relationship between gender and psychographic factor.

Test No. 2

Chi- Square test Analysis Age influence on Psychographic factor

H₀: There is no signification relationship between age and psychographic factor.

H_a: There is signification relationship between age and psychographic factor.

Table No. 4

Pearson Chi-Square	Value	Df	Asymp. Sig. (2-Sided)
Respondents Age * Staff Satisfactory	5.511a	12	.939
Respondents Age * Developing Skill	6.781a	12	.872
Respondents Age * Priority Focus	14.406a	12	.276
Respondents Age * Motivated Workforce	7.509a	12	.822
Respondents Age * Working Condition	8.401a	12	.753
Respondents Age * Problem Of Staffing	8.623a	12	.735
Respondents Age * Funding	11.296a	12	.504
Respondents Age * Incessant Transfer Of Staff	10.134a	12	.604

Source: SPSS 20 (using Questionnaire)

Result:

All the Asymp. Significant value of Chi-Square value was greater than 0.05. So, the null hypothesis was accepted. Hence, there is no signification relationship between age and psychographic factor.

Test No. 3

Chi- Square test Analysis Family Member Age influence on Psychographic factor

H₀: There is no signification relationship between family member and psychographic factor.

H_a: There is signification relationship between family member and psychographic factor.

Table No. 5

Pearson Chi-Square	Value	Df	Asymp. Sig. (2-sided)
Respondents Family Member * Staff Satisfactory	9.209a	12	.685
Respondents Family Member * Developing Skill	6.880a	12	.865
Respondents Family Member * Priority Focus	8.748a	12	.724
Respondents Family Member * Motivated Workforce	8.117a	12	.776
Respondents Family Member * Working Condition	12.535a	12	.404
Respondents Family Member * Problem Of Staffing	11.332a	12	.501
Respondents Family Member * Funding	12.368a	12	.417
Respondents Family Member * Incessant Transfer Of Staff	8.271a	12	.764

Source: SPSS 20 (using Questionnaire)

Result:

All the Asymp. Significant value of Chi-Square value was greater than 0.05. So, the null hypothesis was accepted. Hence, there is no signification relationship between family member and psychographic factor.

III. Findings

- Majority 68.9% of the respondents are male.

- Majority 36.7% of the respondents are 31-40 age groups.
- Majority 64.4% of the respondents are below 4 family members.
- From the comparative chart it found that, Staff satisfactory, working condition, priority focus and funding are high deviation compare with mean value is respective order.
- Null hypothesis was accepted except Development skill. Hence, there is no signification relationship between gender and psychographic factor.
- Null hypothesis was accepted. Hence, there is no signification relationship between age and psychographic factor.
- Null hypothesis was accepted. Hence, there is no signification relationship between family member and psychographic factor.

IV. Suggestions

- To increase the satisfaction of the staff member of the institution as to priority focus should equal importance to senior with experience and fresher with experience.
- To create healthy HRM practice regular faculty development program as to conduct and to create good working condition for the staff.
- Fund provide all the department equally to conduct program for each respective department
- Development skill program as to be design with the expectation of the staff members.

V. Conclusion

The importance strategy of the HRM in developing the staff and retaining them in the same institution for the development of both the staff and institution which will give a mass recognize by students and their parents. To maintain special HR departments each college to resolve the conflict among the staff members by regular mentoring of both old and new employee. Set a leader who direct and increase management to implement HR strategies in their institutions. Salary structure should be made for all categories of Staff within the institution and area of the institution it locates has to be similar.

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