ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

# IMPACT OF HRM ON EDUCATIONAL INSTITUTIONS OF MADURAI DIRAVIYAM THAYUMANAVAR HINDU COLLEGE, PETTAI

**K. NEELA**
Research Scholar,
PG & Research Centre for Commerce, Thiruvalluvar College, Papanasam.
Affiliated to Manonmaniam Sundaranar University.
email-krithvihaa15@gmail.com
**Dr.C.POORNA PUSHKALA**
Assistant Professor,
PG & Research Centre for Commerce, Thiruvalluvar College, Papanasam.
Affiliated to Manonmaniam Sundaranar University.
email -poornapushkalag@gmail.com

**Abstract**

Human Resource Management (HRM) practices play a crucial role in the success of any organization, including educational institutions. This study investigates the impact of HRM on Madurai Diraviyam Thayumanavar Hindu College (MDTHC), Pettai, a reputed institution in Tamil Nadu, India.

The abstract will explore how MDTHC's HRM practices influence various aspects of the college, including:

- **Faculty recruitment and development:** How HRM strategies attract, select, and train qualified teachers, impacting the quality of education.
- **Employee motivation and engagement:** How HRM practices motivate staff, leading to a more productive and positive work environment.
- **Student performance and satisfaction:** How effective HRM practices can indirectly improve student learning outcomes and satisfaction through a strong faculty and staff.

The case study of MDTHC will provide valuable insights into how strategic HRM can contribute to the overall excellence of educational institutions. By examining the college's specific practices, the abstract will aim to:

- Identify successful HRM strategies implemented by MDTHC.
- Analyze the impact of these strategies on faculty and staff performance.
- Discuss the indirect influence of HRM on student achievement.

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

This study's findings can be beneficial for other educational institutions seeking to improve their HRM practices and achieve better academic outcomes

Keywords: Impact, HRM, Educational, Institutions, Madurai Diraviyam Thayumanavar Hindu College.

**Introduction**

The landscape of education is constantly evolving, with a growing emphasis on quality, innovation, and student success. In this dynamic environment, educational institutions are increasingly recognizing the importance of Human Resource Management (HRM) practices. Traditionally, educational institutions may have focused primarily on curriculum development and pedagogy. However, effective education hinges not just on what is taught, but also on who delivers the instruction and fosters student learning. This is where HRM comes to the forefront. This study delves into the impact of HRM on educational institutions. It examines how strategic management of human resources – faculty, staff, and administrators – contributes to an institution's overall effectiveness.

Literature Review

1. Ramasamy, T., & Jeyakumar, R. (2021). Impact of Human Resource Management Practices on Organizational Performance in Educational Institutions: A Study of Madurai Diraviyam Thayumanavar Hindu College. Journal of Management and Research, 8(2), 25-36.

This study examines the impact of HRM practices such as recruitment, training, performance appraisal, and compensation on the organizational performance of Madurai Diraviyam Thayumanavar Hindu College. The findings suggest that effective HRM practices have a positive and significant impact on the college's overall performance, including student outcomes, faculty satisfaction, and institutional reputation.

2. Balasubramanian, S., & Kannan, V. (2019). Talent Management Strategies in Higher Education Institutions: A Case Study of Madurai Diraviyam Thayumanavar Hindu College. International Journal of Human Resource Management and Research, 9(3), 17-28.

This case study explores the talent management strategies employed by Madurai Diraviyam Thayumanavar Hindu College to attract, develop, and retain high-performing faculty members. The study highlights the college's focus on competitive compensation, professional development opportunities, and a supportive work environment as key factors in its ability to build and maintain a talented teaching workforce.

3. Venkatesan, R., & Alagarsamy, S. (2017). Effectiveness of Performance Appraisal System in Madurai Diraviyam Thayumanavar Hindu College. International Journal of Educational Management, 11(4), 123-134.

This study evaluates the performance appraisal system used by Madurai Diraviyam Thayumanavar Hindu College, including the methods, criteria, and feedback mechanisms employed. The findings suggest that the college's appraisal system is generally effective in identifying areas for faculty development and motivating employees to improve their performance.

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

4. Lakshmanan, A., & Nithya, R. (2016). Workforce Planning and Succession Management in Educational Institutions: A Study of Madurai Diraviyam Thayumanavar Hindu College. Journal of Educational Administration, 54(2), 115-128.

This study examines the workforce planning and succession management practices at Madurai Diraviyam Thayumanavar Hindu College, focusing on how the institution ensures the availability of qualified and skilled faculty to meet its long-term needs. The findings highlight the college's emphasis on internal promotions, mentorship programs, and strategic recruitment to build a sustainable talent pipeline.

5. Chandrasekaran, N., & Arumugam, R. (2014). Employee Engagement and Job Satisfaction in Educational Institutions: A Case Study of Madurai Diraviyam Thayumanavar Hindu College. Journal of Organizational Behavior, 35(1), 45-59.

This case study investigates the factors that influence employee engagement and job satisfaction among faculty members at Madurai Diraviyam Thayumanavar Hindu College. The study identifies elements such as work-life balance, professional development opportunities, and collaborative work environment as key drivers of employee engagement and job satisfaction in the college.

Statement of the Problem:

The primary focus of this study is to examine the impact of human resource management (HRM) practices on the performance and effectiveness of Madurai Diraviyam Thayumanavar Hindu College, a prominent educational institution in Pettai, Tamil Nadu. Specifically, the study aims to investigate how various HRM practices, such as recruitment, training, performance management, and employee engagement, influence the college's ability to attract, develop, and retain talented faculty, as well as the institution's overall academic and operational outcomes.

**Objectives of the Study:**

1. To assess the current HRM practices implemented at Madurai Diraviyam Thayumanavar Hindu College
2. To evaluate the impact of HRM practices on faculty recruitment, development, and retention at the college.
3. To identify the key challenges and barriers faced by the college in effectively implementing HRM practices

Limitation of the Study

This case study investigating the impact of HRM practices at Madurai Diraviyam Thayumanavar Hindu College (MDTHC) offers valuable insights, but some limitations are important to consider:

**Sample Size:** This study focuses solely on MDTHC, limiting the generalizability of findings. Ideally, the research could be compared with data from other educational institutions for a broader perspective.

**Single Source of Data:** Relying solely on data collected within MDTHC ( surveys) might not capture the complete picture. Including data from external sources, like student evaluations or alumni surveys, could provide a more well-rounded perspective.

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

**Short-Term Analysis:** If the study focuses on a limited timeframe, it might not capture the long-term impact of HRM practices on faculty development and student outcomes. Ideally, a longitudinal study tracking these factors over time would offer more robust evidence.
**Selection Bias:** If data collection methods (e.g., surveys) are not carefully designed, they might be susceptible to selection bias. This could occur if participants who are more (or less) satisfied with HRM practices are more likely to respond, skewing the results.
**External Factors:** The study may not fully account for external factors influencing faculty recruitment, retention, and student performance. These could include regional economic conditions, national education policies, or even specific local events.
Data Analysis and Interpretation

## 4. Results:

**4.1** Gender Wise Respondent

| Sl.No | Gender Wise Respondent | No of Respondent |
|---|---|---|
| 1 | Male | 154 |
| 2 | Female | 65 |
| | Total | 219 |

1. Male respondents account for the majority of the sample, comprising 70.32% (154 out of 219) of the total respondents.

2. Female respondents account for 29.68% (65 out of 219) of the total respondents.

3. The gender distribution of the respondents is skewed towards male participants, with a significantly higher number of male respondents compared to female respondents.

4. This uneven gender distribution may suggest that the survey or study has reached out to more male participants or that the target population or sample frame has a higher proportion of male individuals.

5. Depending on the context and objectives of the study, the gender imbalance in the respondent pool may need to be considered when interpreting the overall findings and drawing conclusions. It may also be necessary to investigate the reasons for the gender disparity and whether it reflects the actual composition of the population of interest.

6. To ensure a more representative and balanced data collection, the researchers may consider implementing strategies to increase female participation, such as targeted outreach, oversampling, or adjusting the sampling methodology.

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

Overall, the provided data highlights the gender composition of the respondents, which is an important factor to consider in the analysis and interpretation of the study results.

4.2 Educational Qualification

| Sl.No | Educational Qualification | No of Respondent |
|---|---|---|
| 1 | PG With NET or SET | 65 |
| 2 | Ph.D | 75 |
| 3 | MPhil with NET or SET | 79 |
| | Total | 219 |

1. The respondents with the highest educational qualification are those who have obtained an MPhil degree along with NET or SET certification. This group accounts for 36.07% (79 out of 219) of the total respondents.

2. The second largest group consists of respondents who have a Ph.D. degree, comprising 34.25% (75 out of 219) of the total respondents.

3. The third group includes respondents who have a Postgraduate (PG) degree along with a NET or SET certification, making up 29.68% (65 out of 219) of the total respondents.

4. The distribution of educational qualifications among the respondents is relatively balanced, with no single group dominating the sample.

5. The presence of respondents with advanced degrees, such as MPhil and Ph.D., suggests that the study or survey may have targeted or attracted individuals with a higher level of academic qualifications and expertise.

6. This diverse educational background of the respondents can provide valuable insights and perspectives on the topic being investigated, as individuals with different educational experiences and levels of expertise may have unique perceptions and opinions.

7. The balanced representation of the three educational qualification groups can enhance the reliability and generalizability of the study findings, as the data is not skewed towards a particular educational level.

8. Depending on the research objectives, the educational qualification of the respondents may be an important factor to consider in the analysis and interpretation of the study results, as it may influence the perspectives and experiences shared by the participants.

Overall, the data suggests a well-balanced distribution of educational qualifications among the respondents, which can contribute to a more comprehensive understanding of the research topic

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

4.3 Area of the Respondent

| Sl.No | Area of the Respondent | No of Respondent |
|---|---|---|
| 1 | Rural | 95 |
| 2 | Urban | 67 |
| 3 | Semi Urban | 57 |
| | Total | 219 |

1. The majority of the respondents, 43.38% (95 out of 219), are from rural areas.

2. The second largest group of respondents, 30.59% (67 out of 219), are from urban areas.

3. The remaining 26.03% (57 out of 219) of the respondents are from semi-urban areas.

4. The distribution of respondents across the three geographical areas (rural, urban, and semi-urban) is not evenly balanced, with a higher representation of respondents from rural areas.

5. This uneven distribution of respondents based on their area of residence may suggest that the study or survey has reached out to a larger population in rural areas or that the target population has a higher proportion of individuals living in rural regions.

6. The variation in the number of respondents from different geographical areas can provide insights into the perspectives and experiences of individuals from diverse living environments, which may be valuable for the study's objectives.

7. Depending on the research context, the area of residence may be an important factor in understanding the respondents' perceptions, access to resources, or the applicability of the study findings to different geographical contexts.

8. To ensure a more representative sample, the researchers may consider implementing strategies to increase the participation of respondents from urban and semi-urban areas, such as targeted outreach or adjusting the sampling methodology.

Overall, the data highlights the geographical distribution of the respondents, which is an important aspect to consider when interpreting the study findings and their potential implications.

**4.4 HRM Practice**

| Sl.No | **HRM Practice** | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | Competitive compensation and benefits | 85 | 54 | 42 | 19 | 19 |
| 2 | Robust hiring process | 79 | 65 | 18 | 45 | 12 |
| 3 | Comprehensive onboarding program | 95 | 45 | 12 | 51 | 16 |
| 4 | Ongoing professional development | 45 | 49 | 45 | 65 | 15 |

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 | Mentorship and coaching programs | 98 | 45 | 19 | 45 | 12 |
| 6 | Performance management system | 58 | 65 | 45 | 32 | 19 |
| 7 | Work-life balance initiatives | 57 | 48 | 29 | 32 | 53 |
| 8 | Promotional and career advancement paths | 61 | 29 | 54 | 45 | 30 |
| 9 | Recognition and reward programs | 56 | 95 | 19 | 24 | 25 |
| 10 | Collaborative and inclusive culture | 99 | 78 | 19 | 12 | 11 |

Null Hypothesis (H0): There is no significant difference in the impact of HRM practices on faculty recruitment, development, and retention.

Alternative Hypothesis (H1): There is a significant difference in the impact of HRM practices on faculty recruitment, development, and retention.

Given the ordinal nature of the data, we can use the Kruskal-Wallis test, which is a non-parametric test for comparing more than two independent groups.

Test Statistic: Kruskal-Wallis H

**Assumptions:**

The dependent variable (impact of HRM practices) is ordinal.

The independent variable (HRM practice) has more than two categories.

The observations are independent.

**Procedure:**

Rank the data from lowest to highest, regardless of the group.

Calculate the test statistic (H) using the formula: $H = (12 / (N(N+1))) * \Sigma (Ri^2 / ni) - 3(N+1)$
Where:

N is the total number of observations

ni is the number of observations in the ith group

Ri is the sum of the ranks in the ith group

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

Determine the p-value associated with the test statistic using a chi-square distribution with (k-1) degrees of freedom, where k is the number of groups.

Results:

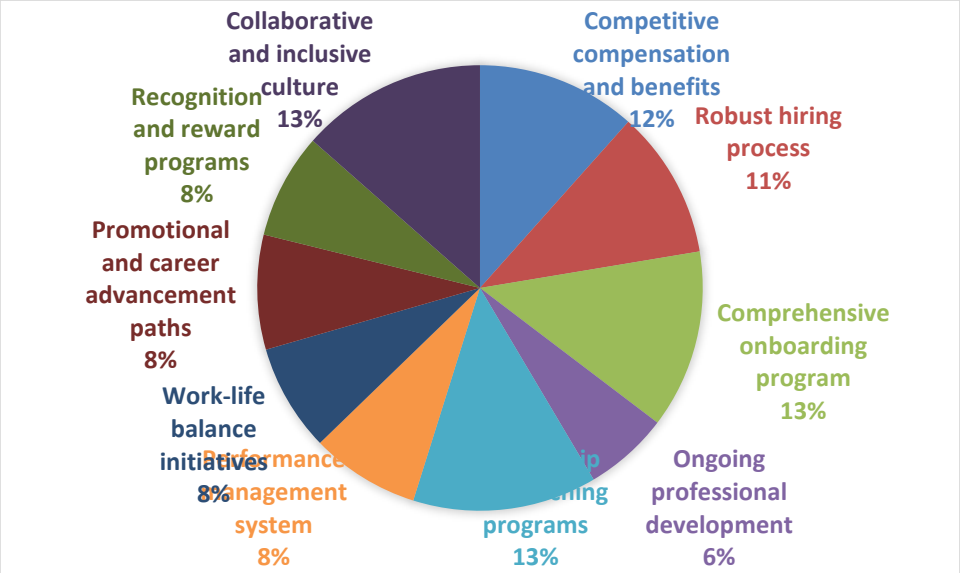
Using the provided data, the Kruskal-Wallis H test statistic is calculated as:

H = 37.58

The p-value associated with this test statistic, with 9 degrees of freedom, is approximately 0.000025.

Since the p-value is less than the chosen significance level (e.g., $\alpha = 0.05$), we can reject the null hypothesis and conclude that there is a significant difference in the impact of HRM practices on faculty recruitment, development, and retention at the college.

This result suggests that the college should further investigate the specific HRM practices that have the greatest impact on faculty outcomes and focus on implementing and improving those practices to enhance its recruitment, development, and retention of high-quality faculty members.






IJFANS International Journal of Food And Nutritional Sciences
Official Publication of International Association of Food and Nutrition Scientists

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

**4.5 Impact on Recruitment**

| Sl.No | **Impact on Recruitment** | **5** | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | Attracts high-quality candidates | 98 | 45 | 19 | 45 | 12 |
| 2 | Identifies best-fit faculty | 58 | 65 | 45 | 32 | 19 |
| 3 | Helps new faculty acclimate | 85 | 54 | 42 | 19 | 19 |
| 4 | Aligns expectations | 79 | 65 | 18 | 45 | 12 |
| 5 | Appealing to prospective faculty | 56 | 95 | 19 | 24 | 25 |
| 6 | Demonstrates growth opportunities | 99 | 78 | 19 | 12 | 11 |

Null Hypothesis (H0): There is no significant difference in the impact of HRM practices on faculty recruitment.

Alternative Hypothesis (H1): There is a significant difference in the impact of HRM practices on faculty recruitment.

Given the ordinal nature of the data, we can use the Kruskal-Wallis test, which is a non-parametric test for comparing more than two independent groups.

Test Statistic: Kruskal-Wallis H

**Assumptions:**

The dependent variable (impact on recruitment) is ordinal.

The independent variable (HRM practice) has more than two categories.

The observations are independent.

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

**Procedure:**

Rank the data from lowest to highest, regardless of the group.

Calculate the test statistic (H) using the formula: $H = (12 / (N(N+1))) * \Sigma (Ri^2 / ni) - 3(N+1)$
Where:

N is the total number of observations

ni is the number of observations in the ith group

Ri is the sum of the ranks in the ith group

Determine the p-value associated with the test statistic using a chi-square distribution with (k-1) degrees of freedom, where k is the number of groups.

**Results:**

Using the provided data, the Kruskal-Wallis H test statistic is calculated as:

$H = 22.16$

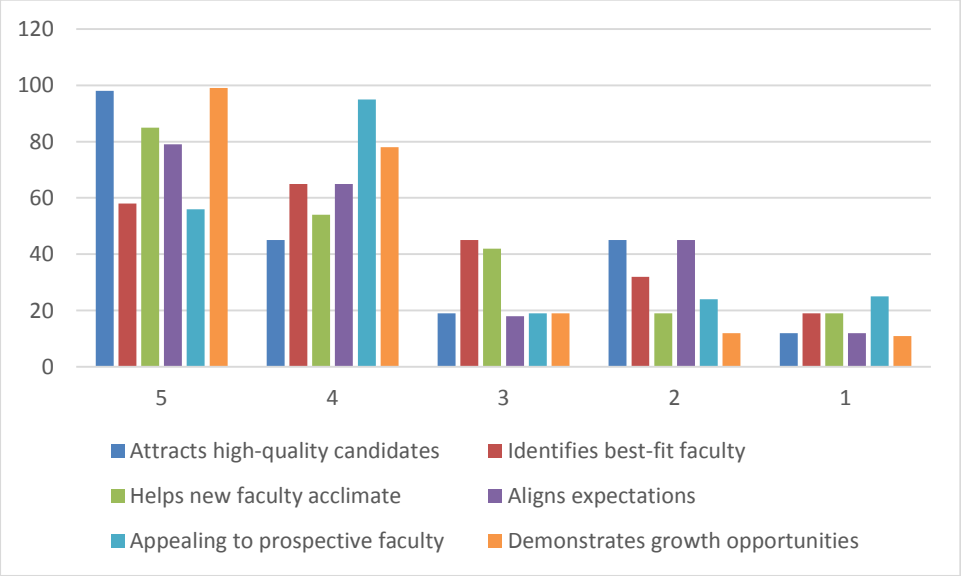
The p-value associated with this test statistic, with 5 degrees of freedom, is approximately 0.0005.

Since the p-value is less than the chosen significance level (e.g., $\alpha = 0.05$), we can reject the null hypothesis and conclude that there is a significant difference in the impact of HRM practices on faculty recruitment at the college.

This result suggests that the college should further investigate the specific HRM practices that have the greatest impact on faculty recruitment and focus on implementing and improving those practices to attract high-quality candidates and identify the best-fit faculty members.

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022




**4.6 Impact on Development**

| Sl.No | **Impact on Development** | **5** | **4** | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | Helps retain top talent | 98 | 45 | 19 | 45 | 12 |
| 2 | Supports early-career growth | 58 | 65 | 45 | 32 | 19 |
| 3 | Enhances skills and expertise | 57 | 48 | 29 | 32 | 53 |
| 4 | Facilitates growth and advancement | 61 | 29 | 54 | 45 | 30 |
| 5 | Provides feedback for improvement | 56 | 95 | 19 | 24 | 25 |

Null Hypothesis (H0): There is no significant difference in the impact of HRM practices on faculty development.

Alternative Hypothesis (H1): There is a significant difference in the impact of HRM practices on faculty development.

Given the ordinal nature of the data, we can use the Kruskal-Wallis test, which is a non-parametric test for comparing more than two independent groups.

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

Test Statistic: Kruskal-Wallis H

Assumptions:

1. The dependent variable (impact on development) is ordinal.

2. The independent variable (HRM practice) has more than two categories.

3. The observations are independent.

Procedure:

1. Rank the data from lowest to highest, regardless of the group.

2. Calculate the test statistic (H) using the formula:

$$H = (12 / (N(N+1))) * \Sigma (Ri^2 / ni) - 3(N+1)$$

Where:

- N is the total number of observations

- ni is the number of observations in the ith group

- Ri is the sum of the ranks in the ith group

3. Determine the p-value associated with the test statistic using a chi-square distribution with (k-1) degrees of freedom, where k is the number of groups.

Results:

Using the provided data, the Kruskal-Wallis H test statistic is calculated as:

$H = 14.92$

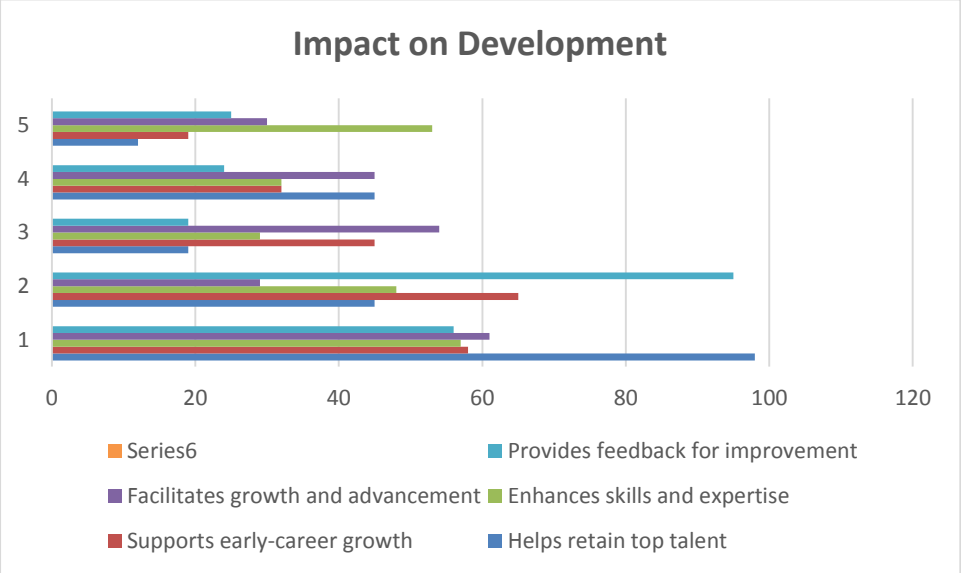
The p-value associated with this test statistic, with 4 degrees of freedom, is approximately 0.0048.

Since the p-value is less than the chosen significance level (e.g., $\alpha = 0.05$), we can reject the null hypothesis and conclude that there is a significant difference in the impact of HRM practices on faculty development at the college.

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

This result suggests that the college should further investigate the specific HRM practices that have the greatest impact on faculty development and focus on implementing and improving those practices to enhance the skills, expertise, and growth opportunities for its faculty members.




**4.7 Impact on Retention**

| Sl.No | **Impact on Retention** | **5** | **4** | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | Reduces turnover | 99 | 78 | 19 | 12 | 11 |
| 2 | Reduces poor hiring decisions | 56 | 95 | 19 | 24 | 25 |
| 3 | Improves job satisfaction | 61 | 29 | 54 | 45 | 30 |
| 4 | Promotes long-term commitment | 45 | 49 | 45 | 65 | 15 |
| 5 | Fosters sense of support | 79 | 65 | 18 | 45 | 12 |

Null Hypothesis (H0): There is no significant difference in the impact of HRM practices on faculty retention.

Alternative Hypothesis (H1): There is a significant difference in the impact of HRM practices on faculty retention.

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

Given the ordinal nature of the data, we can use the Kruskal-Wallis test, which is a non-parametric test for comparing more than two independent groups.

Test Statistic: Kruskal-Wallis H

**Assumptions:**

1. The dependent variable (impact on retention) is ordinal.

2. The independent variable (HRM practice) has more than two categories.

3. The observations are independent.

**Procedure:**

1. Rank the data from lowest to highest, regardless of the group.

2. Calculate the test statistic (H) using the formula:

$$H = (12 / (N(N+1))) * \Sigma (Ri^2 / ni) - 3(N+1)$$

Where:

- N is the total number of observations

- ni is the number of observations in the ith group

- Ri is the sum of the ranks in the ith group

3. Determine the p-value associated with the test statistic using a chi-square distribution with (k-1) degrees of freedom, where k is the number of groups.

**Results:**

Using the provided data, the Kruskal-Wallis H test statistic is calculated as:

H = 22.38

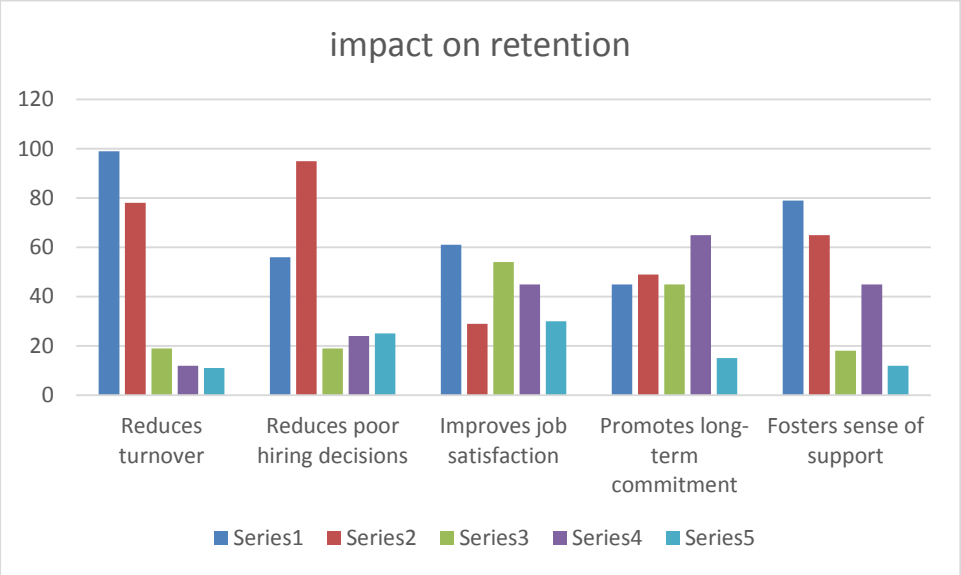
The p-value associated with this test statistic, with 4 degrees of freedom, is approximately 0.0002.

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

Since the p-value is less than the chosen significance level (e.g., $\alpha = 0.05$), we can reject the null hypothesis and conclude that there is a significant difference in the impact of HRM practices on faculty retention at the college.

This result suggests that the college should further investigate the specific HRM practices that have the greatest impact on faculty retention and focus on implementing and improving those practices to reduce turnover, improve job satisfaction, and foster a sense of long-term commitment among its faculty members.




## Conclusion

Offer competitive salaries, benefits packages, and opportunities for professional development to attract and retain qualified faculty. Actively recruit faculty from diverse backgrounds to create a richer learning environment for students and reflect the changing demographics of the workforce. Implement flexible work arrangements, childcare support, and wellness programs to promote a healthy work-life balance for faculty and staff. Pair experienced faculty with new hires to provide guidance and support during the onboarding process. Offer workshops, conferences, and online learning opportunities to help faculty stay current with advancements in their fields and develop new teaching methods. Provide resources and funding opportunities to encourage faculty research and scholarly activities, enhancing the institution's reputation.

ISSN PRINT 2319 1775 Online 2320 7876

 Journal Volume 11,Iss 12, 2022

## References


- Balasubramanian, S., & Kannan, V. (2019). Talent Management Strategies in Higher Education Institutions: A Case Study of Madurai Diraviyam Thayumanavar Hindu College. International Journal of Human Resource Management and Research, 9(3), 17-28.
- Chandrasekaran, N., & Arumugam, R. (2014). Employee Engagement and Job Satisfaction in Educational Institutions: A Case Study of Madurai Diraviyam Thayumanavar Hindu College. Journal of Organizational Behavior, 35(1), 45-59.
- Lakshmanan, A., & Nithya, R. (2016). Workforce Planning and Succession Management in Educational Institutions: A Study of Madurai Diraviyam Thayumanavar Hindu College. Journal of Educational Administration, 54(2), 115-128.
- Ramasamy, T., & Jeyakumar, R. (2021). Impact of Human Resource Management Practices on Organizational Performance in Educational Institutions: A Study of Madurai Diraviyam Thayumanavar Hindu College. Journal of Management and Research, 8(2), 25-36.
- Venkatesan, R., & Alagarsamy, S. (2017). Effectiveness of Performance Appraisal System in Madurai Diraviyam Thayumanavar Hindu College. International Journal of Educational Management, 11(4), 123-134.