

A Study on Human Resources Development of University Teachers

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Abstract

In the present study an attempt as been made to identify the human resources development of teachers of Gulbarga University. The study was conducted on 106 teachers of Gulbarga University. The human resource development scale was used with suitable modification prepared and standardized by Ganhar and Nayak. The findings show that there is significant difference between lecturers, readers and professors in their academic excellence, in-service education and teacher training need and assessment respectively. A sub groups i . e., lecturers vs. readers, lecturers vs. professors and readers vs. professors have not shown significant difference in their academic excellence, performance appraisal effectiveness and in-service education respectively. There is a significant difference in H.R.D. climate among the all faculties of Gulbarga University.

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Introduction:

An organization is like any other living organism, which has the cyclical process of growth. In order to attain a systematic growth and to avoid decline, every organization morale vital changes in structures, product, process etc. The main objectives is to achieve the goals of the organization so every organization try to achieve the goals for which it is established. To achieve these goals, the organization has to obtain and utilize various resources in such a way that they can contribute to the maximum. The common factor for all organisms is that the resources are limited. These resources are both human and non-human.

Human resources is a great asset to any organization. Therefore, every organization must give special attention to the human resources because they can contribute a great deal to the goals of the organization. An organization is a system consistency of four interacting sub –systems: structure, technology, people and task. Among these, people variable refers to the human input in the organizations, i.e., individuals (in terms of their physical and mental skills, personality etc.) working in the organization. Every organization is concerned with acquiring services of people, developing their skills, motivating them to the highest level of performance and ensuring that they continue to maintain their commitment to the organization. Human Resource Development (HRD) provides an opportunity to an organization to enable it to survive and flourish. In the present investigation, an attempt has been made to find out the Human Resource Development of teachers of Gulbarga University.

Statement of the Problem:

“A Study on Human Resource Development of Teachers of Gulbarga University”.

Objectives of the Study:

- 1) To know the academic Excellency of Gulbarga University teachers.
- 2) To find out the performance appraisal effectiveness of Gulbarga University teachers.
- 3) To know the H.R.D Climate in Gulbarga University.
- 4) To know the in service Education of Gulbarga University teachers.
- 5) To know the university teachers training and assessment.

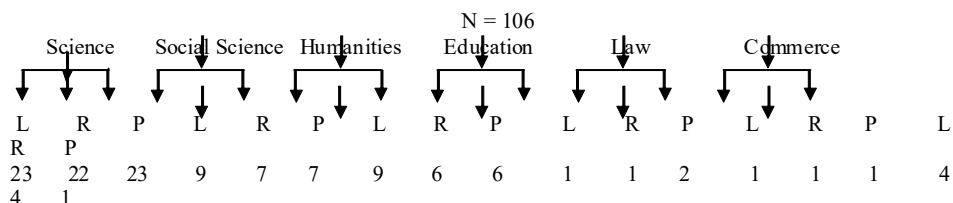
Methodology:

a) Sample:

The entire population here refers to the teachers (professors, readers and lectures) working in various P.G. Development in Gulbarga University.

The simple random sample technique is found to be most suitable for the present study.

Sample Design:



P = Professors (40)

R = Readers (41)

L = Lecturers (45)

b) Tool of the Study:

Human Resources Development questionnaires prepared and standardized by Noorjehan .N.Ganihar and S.V.Nayak was used with suitable modification. There are four set of questionnaires. They are classified as following:

- a) Performance appraisal effectiveness scale.
- b) Human Resource Development climate scale.
- c) Inservice Education scale.
- d) The university teachers training and assessment scale.

The teachers are asked to answer the given items on a five-point scale by encircling the number given in front of item by assigning.

c) Data collection:

The Human Resource Development questionnaires with personal bio-data was given to the university teachers (Lecturers Readers and Professors) and Chairpersons/Chairman of the various departments of Gulbarga University.

Variables of the Study:

Variables are included to see the difference among factors associated with the study under consideration. The following variables have been considered for the present study.

I. Independent variables:

- 1) Designation: a) Lecturer b) Reader c) Professor
- 2) Faculty: a) Social science b) Science c) Humanities d) Education e) Law f) Commerce

II. Dependent variables:

- 1) Academic Excellency.
- 2) Performance appraisal effectiveness.
- 3) Human Resource Development climate.
- 4) Inservice Education.
- 5) University teachers training and assessment.

Hypotheses of the Study:

Hypothesis is a pre-conclusion of phenomena to be verified in real situations collecting the necessary evidence.

- 1) There will be significant difference in academic Excellency between lecturer, readers and professors of Gulbarga University.
- 2) There will be significant difference in performance appraisal effectiveness between lecturers, readers and professors of Gulbarga University.
- 3) There will be significant difference in Human Resource climate between science, social science, Humanities, Education, Law and commerce faculties.
- 4) There will be significant difference in service education between lecturers, readers and professor of Gulbarga University.
- 5) There will be significant difference in teacher’s training need Assessment between lecturers, readers and professors of Gulberga University.

Analysis of Data:

The Human Resource Development questionnaires consisted five point scale. The ‘means’ and ‘standard deviation’ was computed for the different sub sample viz., Lecturers, Readers, Professors of Gulbarga University. To find out the significant of difference between the sub-samples the ‘t-test was employed.

Null hypothesis No1: These is no significant difference in academic excellence among the lecturers professor and readers of Gulbarga University

Table 1: Significant difference in a Academic Excellence between lecture professors and readers.

Variable	Group	N	Mean	SD	t-value		Obtained t-value	Level of Significance
					0.05	0.01		
Designation	Lecturers	45	22.33	5.50	2.04	2.75	4.39	Significant at 0.05 and 0.01 levels
	Professors	40	14.5	7.4				
Designation	Lecturers	45	16.15	12.41	2.00	2.66	1.15	Significant at 0.05 and 0.01 levels
	Professors	41	18.3	6.65				
Designation	Lecturers	41	22.7	6.78	2.00	2.66	3.16	Significant at 0.05 and 0.01 levels
	Professors	40	15.96	6.91				

The above table reveals that the obtained t-values 4.39 and 3.16 show significant difference between lecturers and professors, readers and professors respectively in their academe excellence and the obtained t-value 1.15 shows that there is no significant difference between lecturers and readers in their academic excellence.

Null hypothesis No.2: There is no significant difference in performance appraisal effectiveness among lecturers, readers, and professors of Gulburga University.

Table 2: Significant difference in performance appraisal effectiveness between lecturers, readers, and professors.

Variable	Group	N	Mean	SD	t-value		Obtained t-value	Level of Significance
					0.05	0.01		
Designation	Lecturers	45	48.9	4.64	2.00	2.66	3.16	Significant at 0.05 and 0.01 levels
	Readers	41	13.61	7.19				
Designation	Lecturers	45	22.33	5.50	2.04	2.75	4.39	Significant at 0.05 and 0.01 levels
	Readers	40	14.5	7.49				
Designation	Lecturers	47	22.7	6.51	2.00	2.66	1.90	Not Significant at 0.05 and 0.01 levels
	Readers	40	15.96	6.94				

The above table reveals that the obtained t-values 3.16 and 4.39 show significant difference between lecturers and readers and lecturers and professors in their performance appraisal effectiveness respectively and the obtained t-value 1.90 shows that there is no significant difference between Readers and professors in their performance appraisal effectiveness.

Null hypothesis No.3: There is no significant difference in H.R.D. Climate among the teachers of science, social science, humanities, education law and commerce faculties.

Table 3: Significant difference in H.R.D. Climate among the teachers of different faculties

Variable	Group	N	Mean	SD	t-value		Obtained t-value	Level of Significance
					0.05	0.01		
Faculty	Science	68	22.33	4.90	2.04	2.75	4.18	Significant at 0.05 and 0.01 levels
	Social Science	23	12.64	6.40				
Faculty	Science	68	22.34	4.90	2.04	2.75	8.10	Significant at 0.05 and 0.01 levels
	Humanities	25	12.18	5.91				
Faculty	Science	68	22.23	4.90	2.04	2.75	6.20	Significant at 0.05 and 0.01 levels
	Education	4	6.15	3.16				
Faculty	Science	68	22.23	4.90	2.04	2.75	6.15	Significant at 0.05 and 0.01 levels
	Law	3	6.15	2.80				
Faculty	Science	68	22.23	4.90	2.04	2.75	4.84	Significant at 0.05 and 0.01 levels
	Commerce	09	9.14	3.08				

The above table reveals that the obtained t-values 4.18, 8.10, 6.20 , 6.15 and 4.84 show significant difference among sub-groups in their H.R.D. climate respectively.

Null hypothesis No 4: These is no significant difference in service education among the lecturers, readers and professors of Gulbarga University

Table 1: Significant difference in service educations between lecturers Readers and professors.

Variable	Group	N	Mean	SD	t-value		Obtained t-value	Level of Significance
					0.05	0.01		
Designation	Lecturers	45	12.18	4.8	2.04	2.75	1.16	Not Significant at 0.05 and 0.01 levels
	Readers	40	14.19	5.10				
Designation	Lecturers	45	21.9	5.42	2.00	2.66	3.16	Not Significant at 0.05 and 0.01 levels
	Readers	41	14.81	6.20				
Designation	Lecturers	41	16.01	11.41	2.00	2.66	1.15	Not Significant at 0.05 and 0.01 levels
	Readers	40	17.3	6.48				

The above table reveals that obtained t-values 1.16 and 1.15 not shown significant difference among the sub-groups respectively in service education and the obtained t-value 3.16 shows significant difference between lecturers and professors in their in service education.

Null hypothesis No-5: There is no significant difference in teacher training needs and assessment among the lecturers readers and professors.

Table 1: Significant difference in teacher training needs and assessment between the teachers.

Variable	Group	N	Mean	SD	t-value		Obtained t-value	Level of Significance
					0.05	0.01		
Designation	Lecturers	45	17.2	13.55	2.00	2.66	0.04	Not Significant at 0.05 and 0.01 levels
	Readers	41	18.19	14.20				
Designation	Lecturers	45	21.23	4.41	2.04	2.75	4.12	Significant at 0.05 and 0.01 levels
	Readers	40	12.15	6.49				
Designation	Lecturers	41	21.12	6.11	2.04	2.75	2.99	Significant at 0.05 and 0.01 levels
	Readers	45	15.16	8.49				

The above table reveals that obtained t-values 0.04 is insignificant difference between lecturers and readers in their training need and assessment and the obtained t-values 4.12 and 2.99 show significant difference among Sub-groups in their training needs and assessment respectively.

Major Findings

- 1) There is a significant difference is academic excellence between lecturers and professors of Gulbarga University.
- 2) There is no significant difference in academic excellence between lecturers and readers of Gulbarga University.
- 3) There is a significant difference in academic Excellence between the readers and professors of Gulbarga University.
- 4) There is no significant difference in the performance appraisal effectiveness between Lecturers and readers of Gulbarga University.
- 5) There is no significant difference in the performance in the performance appraisal effective rites between lecturers and professors of Gulbarga University.
- 6) There is no significant difference in performance appraisal effectiveness between the readers and professors of Gulbarga University.
- 7) There is a significant difference in H.R.D. climate between science and social science science and humanities, science and educations, science and law facilities of Gulbarga University.
- 8) There is no significant difference in H.R.D. climate between science and commerce faculties of Gulbarga University.

- 9) There is no significant difference between the lecturers and readers of Gulbarga University in their in service education.
- 10) There is a significant difference between lectures, professors and readers and professors of Gulbarga University in their in service education.
- 11) There is a significant difference in teacher training need and assessment between lecturers and readers, professors of Gulbarga University .

Conclusion

Any system of education does not rise higher than the level of its teachers therefore the American philosopher Bertrand Russell called those teachers as the guardians of civilization The quality of education is also largely determined by the effectiveness of teaching, self-evaluation of teaching, teacher training, and co-operation with the staff and chairperson of the department academic social, professors and self-development of teachers, the present study helps in enhancing the teacher effectiveness human resource development climate in service education instructional planning and preparation, subject competence, teaching competence classroom management competence, institutional management and community service, and training need and assessment of university teachers.

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