Study the Improvement of Higher Education in Human Resources

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Abstract - Human resource management is concerned with enhancing an organization's HR division. Human resource development is made up of the two main parts, human resources, and development (HRD). Human resources (HR) are an organization's most important asset since they include not just the collective wisdom but also the unique qualities and benefits of each individual employee. The study concludes that the education system in the Chhatarpur region of the state Madhya Pradesh needs a change in order to keep up with evolving technologies or develop into a well-managed education system in which educational institutions take on the responsibility of fostering the development of students' abilities and values and position themselves as a knowledge base in order to foster the emergence of a society that is founded on the implementation of that knowledge.

Keywords - Human resource development, educational institutions, HR department.

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INTRODCUTION

Strengthening an organization's HR division is a primary goal of human resource management. The term "human resource development" refers to two main aspects of an organization: its human resources and its efforts to improve those resources (HRD). Human resources (HR) are a company's most significant asset since they consist of not only the collective knowledge, creativity, skill, aptitudes, and values of its workers, but also the unique benefits and advantages of each individual worker.[1]

Rather, development comprises encouraging a worker's maturation in order to better prepare them for the responsibilities of their present role and any future roles they may be assigned to. Development of its population is crucial to a country's economic growth. Human resource development (HRD) refers to efforts made to train, educate, and otherwise improve an organization's staff so that they may better serve customers and the surrounding community. The term "human development" is used to describe the effort to help people and groups improve their circumstances so that more people may reach their full potential.[2]

According to Leonard Nadler's book "HRD," this concept refers to an organization's success in channeling the energy and expertise of its workforce toward the achievement of the company's stated goals. The three components of human resource development that economists consider most important are capital assets, labor productivity, and skill data. [3]

From the vantage point of a sociologist, it's possible that as a society develops and diversifies, its members will be exposed to an unlimited number of opportunities for social interaction.Human capital is the most valuable asset every business has. Workers' voices are being heard in more than simply the activities they do today; they are also being heard in management, policymaking, and decisionmaking. [4]

That's why it's so important to train the employee well. A well-educated and competent workforce is crucial to any business, and when those employees are compensated properly, the firm as a whole benefits. Human resource development (HRD) includes a broad range of issues, such as but not limited to: educational attainment; workforce skill; population health; and a system of employment laws that provides businesses with employees who have the necessary mix of abilities and the agility to quickly adapt.[5-6]

Human resource development, or HRD, is concerned with growing people's abilities, preparing them for change, and enhancing productivity through quality improvement in order to establish a profitable, efficient, and resolvable work environment and culture. For a nation to prosper, it must first be able to invest in its people to increase their knowledge and expertise, and then to put those individuals to work in the national economy. According to economist Alfred Marshall's book "Principles of

Economics," human capital is the best investment. [7]

Human resource development's heightened role in achieving socioeconomic development may be traced in large part to the increasing importance of knowledge, work, technological innovation, and the thirst for information as a result of globalization. According to Thomas Malthus, a society's human resources consist of its people. Without a skilled and educated workforce, we would make very little forward. In actuality, the greatest significant competitive advantage a nation has when seeking to expand an organization is its capacity to invest in the education and professional development of its employees.[8]

Prosper without investing in human beings. Any business may enjoy the rewards of a highly capable workforce by adopting the following policies and procedures:

1. One major benefit of HRD is the improvement in individual competence and ability. It's a great way to increase one's skill set and horizons. Knowledgeable and competent employees are crucial to every company's success.
2. When a company has qualified people working for it, it may improve its practices, culture, technical expertise, and morale to meet the problems it faces.
3. A company's output might rise thanks to quality improvement. When efficiency is tied to productivity, both improve.
4. Four, efficient assets will have to adapt to the ever-accelerating pace of technological development by way of study, innovation, profit enhancement, creation, and acceptance.

MATERIAL AND METHODS

Research Methodology

In this part, we will discuss the procedures that were used to gather data for this analysis. It lays forth the goals of the study and the methods that will be used to attain them. Finding out how college affects human resource growth in the Chhatarpur area was the focus of this research. In order to do so, researchers analyzed the Chhatarpur area's higher education people resource in depth. With the researcher's self-designed questionnaire, data were gathered from the participants. The respondents were chosen using a simple random sampling procedure. Government colleges in the Chhatarpur area were surveyed for this study.

Below is a breakdown of the study's overall methodology, including its research design, participants, instruments used, data collecting methods, and analytic techniques. The research process may be broken down into manageable chunks, and the following sequence of events can serve as a helpful guide.

Research Design

Finding out how higher education contributes to human resource development in the Chhatarpur area was the study's primary focus. Simply said, a research design is a strategy or structure that acts as a basis for doing research and analyzing the results. This study relies on data collected via actual fieldwork. While doing research, empirical evidence is gathered and analyzed. It is the process of learning something new by observation or experience, both firsthand and secondhand.

To ensure minimal bias in data collection and to prevent mistakes in interpreting the data collected15, a descriptive design was employed since it clarifies a thorough description of the situation as it is. This study's descriptive nature stems from its focus on improving human resource discourse and exploring many facets of HRD in higher education. The design also helped provide a clear and precise image of the scenario, which was valuable when analyzing the background material. This study used both primary and secondary resources for its data collection. Data were gathered using a survey design for this investigation. Human resource development and the effect of human resources on higher education in the Chhatarpur region of Madhya Pradesh, India were the focus of a survey questionnaire built on the basis of prior research in this area.

Population

For the purposes of scientific inquiry, the term "population" refers to the study group comprised of all the persons, instances, or things that have a set of defining features. The participants in this survey were drawn from SKU students, faculty, and administration of government-affiliated institutions.

Data Collection

Data from both primary and secondary sources were used to create the study's findings. Primary data are those that are obtained freshly and for the first time; they are unique in nature. Secondary data, on the other hand, are those that have been collected before and processed statistically.

We used a questionnaire to obtain primary data in this investigation. This research made use of a modified version of a structured questionnaire that had previously been constructed with the use of questionnaires from other studies. The survey method was used to obtain information from 590

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residents of the Chhatarpur area for this research. The survey's sample units may be anybody with a significant involvement in human resources at a university. The questionnaire was chosen because it was a tried-and-true standardized tool that had already been shown to be helpful and covered most of the characteristics outlined in the research.

Secondary data were also utilized to fill in the gaps and provide light on the research. Books, periodicals, journals, magazines, newspapers, and the internet were mined for secondary data. To obtain further information and acquire the journals or papers that aided in doing the study successfully, the internet and websites were also used to collect the data.

Data Analysis and Discussion

We used first-hand information to conduct our investigation. Secondary data has also been included. A questionnaire was used to obtain the information. The topics being investigated have been brought to light via the application of both quantitative and qualitative methods. The purpose of the research questionnaire is to learn about the respondent's actual circumstances by asking them a series of well-structured questions covering a wide range of topics. Then, the researcher must do the duty of assessing the data they have obtained. There are many interconnected processes involved in data analysis, including the creation of categories, their application to raw data through coding, tabulation, and the subsequent drawing of statistical judgments. The data was analyzed by scoring the 590 completed surveys and entering the coded scores into a Microsoft Excel spreadsheet. We used nominal data for the demographic factors and ordinal data for the HRD questions. Case numbers were allocated to each respondent so that scale scores and other personal information could be recorded in a one-to-one ratio for each case. After being input in MS Excel, the data was sent for further statistical processing in SPSS v23.0. The data has been analyzed using many methods, including the basic percentage approach and averages, in accordance with the aims of the research. Teachers', students', and administrators' perspectives on the study's variables have all been analyzed using simple statistical methods such ranking scales, trend analysis, and the t-test to determine the significance of correlations.

REULTS

There are now 27 states in India, with Madhya Pradesh being the newest. The country's literacy rate of 78.82 places it at No. 17 on the list. Education in the state is making steady strides upward. Given its importance to the growth of a country's human resources, higher education has emerged as a pressing concern. There has been remarkable development in Madhya Pradesh's institutions of

higher learning as well2. Several colleges and universities have been established by the government in rural and underdeveloped regions, however they have often been established without proper planning or research and instead for purely political reasons. There are a lot of schools operating out of leased spaces without the necessary equipment (such as a library, gym, or theater). This shift means that universities' primary functions are to award degrees. Now more than ever, it's crucial that we pay close attention to our universities so that our students can have a worldwide impact.

Profile of Participants

Table 1: Respondents' ages and sex identities.

S.N.	Course	Age Group	Male	Percent	Female	Percent	Total	Percent
1.	PG1st Semester	19-20	82	41.84	114	58.16	196	49.00
2.	PG2nd Semester	19-20	36	45.00	44	55.00	80	20.00
3.	PG3rd Semester	20-21	28	46.67	32	53.33	60	15.00
4.	PG4th Semester	20-21	24	37.50	40	62.50	64	16.00
	Total		170	42.5	230	57.50	400	100.00

Four hundred students have answered the survey thus far, as may be seen in table 6.2. There were 276 first-year graduate students (42.75 percent male and 57.24 percent female) and 124 second-year students (41.93 percent male and 58.06 percent female). This means that there were 170 (42.5%) male and 230 (57.5%) female postgraduate students.

Teacher Self-Evaluation and Reflection on Job Performance

Teachers' performance evaluations and investigations into how educators evaluate themselves are the focus of this section. To that end, the questionnaire is divided into two parts: the first deals with questions about how well instructors are doing their jobs, while the second deals with questions for teachers to use in reflecting on their own performance. Teacher replies on how they carry out their responsibilities and how they assess themselves as educators are summarized in tables 6.5 and 6.6 below.

Teachers' enthusiasm for trying out novel instructional strategies is shown in Table Almost 98% of those who took the survey said they were highly interested in learning about novel approaches to teaching their chosen subject area. Virtually all educators consider themselves to be a catalyst or facilitator in the classroom, and as such, they are

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proficient with digital tools such as email, the internet, and word processors like Microsoft Office.

Table 2 :Teacher perspectives on how they do their jobs.

S.N.	Questions	No.ofrespondents		Percent	
		Yes Answer	No Answer	Yes (%)	No (%)
1.	Areyou very much interested in new methodsofteaching?	118	2	98	2
2.	Youforeseetheroleofateacchernotasamanager, but more that of a catalyst/facilitator.	119	1	99	1
3.	Doyouhaveperfectknowledgeofcomputer skills,usinge-mailandtheinternet?	119	1	99	1
4.	Areyouinfavourofastudent-centred classroom?	119	1	99	1
5.	Doyouencourageyourstudentstouse referencebooksandtheinternet?	120	0	100	0
6.	Areyoubeingawareofavarietyof methods inteachingatopic?	120	0	100	0
7.	Doyouencourage healthycriticalcriticisms,discussions, and interactions among students?	120	0	100	0
8.	Doyouusedifferenttechniquestoassess yourstudents"progress?	119	1	99	1
9.	Areyouinfavourofautonomyinhigher educationasabasicrequirementforHRDinhigher education?	118	2	98	2

The researcher employed a variety of questions, split into two categories, to conduct the study among school administrators and classroom instructors. (1) Questionnaires asking about (a) "How a teacher discharges his/her duties?" and (b) a questionnaire asking about teachers' own self-evaluations; (2) Questionnaires asking about (a) the effectiveness of human resources, (b) the efficiency of institutions, and (c) the development of human resources within organizations.

Table 3 :Human Resource Efficiency in Chhatarpur Area Colleges: A Survey of Faculty Opinions.

S.N.	Statements	N	SA (%)	A (%)	NO (%)	DA (%)	SDA (%)
1.	My college implements a recruitment policybasedon merits only.	120	19 (16)	60 (50)	25 (21)	12 (10)	4 (3)
2.	My college conducts a regular evaluation ofteachersandadministrativestaff.	120	10 (8)	31 (26)	41 (34)	28 (24)	10 (8)
3.	Administration and teachers give dueinterest to co-curricular and extra-curricularactivities.	120	14 (12)	57 (48)	40 (33)	5 (4)	4 (3)
4.	There is a good working environment in ourcollege.	120	19 (16)	70 (58)	21 (18)	6 (5)	4 (3)
5.	My college conducts regular trainingprograms for teachers and non-teachingstaff.	120	10 (8)	26 (22)	46 (38)	32 (27)	6 (5)

6.	There is a good correlation between themanagement and staff.	120	22 (18)	68 (57)	22 (18)	6 (5)	2 (2)
7.	Thereisgood coordinationamongtheteachers.	120	22 (18)	76 (64)	14 (12)	4 (3)	4 (3)
8.	The aim and object of our college are clearto us.	120	28 (24)	60 (50)	24 (20)	4 (3)	4 (3)
9.	Thereisastrongandeffectivegrievanceredressalcellin ourcollege.	120	14 (12)	21 (18)	29 (24)	46 (38)	10 (8)

We analyzed the replies from support personnel here. The administrative team is the third leg of the human resource trifecta at universities and colleges. Teaching and administrative staff at higher education institutions require the appropriate knowledge, abilities, and attitudes to address the challenges of change and effectively function in the ever-changing and dynamic environment. There are only 231 permanent administrative positions filled at the institutions, with the rest being filled on a temporary or contract basis. Roughly 15% of the population of interest has been included in the analysis. With this method of simple random selection without replacement, 70 participants in the survey are chosen. Here, in table you'll see a breakdown of the responders based on their gender.

Table 4:Shown below is the gender breakdown of the survey's non-instructional participants.

Variables		TypeofNon-TeachingStaff			Total	Percent
		Clerk	LabTechnician	Librarian		
Gender	Female	6	5	17	28	40
	Male	16	11	15	42	60
Total		22	16	32	70	100

The goal of this part was to compare the views of the teaching staff and the non-teaching employees on the efficacy of human resources. According on the questionnaire data, the mean and standard deviation (SD) scores of the various statements have been analyzed.

Table 5: Factors' p-values and other descriptive statistics, broken down by gender

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Statements	Non-Teaching			Teaching			t-Value	p-Value
	Mean	N	S.D.	Mean	N	S.D.		
S-1	2.57	70	0.69	2.33	120	0.95	-1.836	0.068
S-2	2.90	70	0.83	2.97	120	1.07	0.448	0.655
S-3	1.81	70	0.62	2.39	120	0.87	4.863	0.000
S-4	1.83	70	0.76	2.22	120	0.88	3.076	0.002
S-5	2.91	70	1.08	2.98	120	1.01	0.441	0.659
S-6	1.94	70	0.88	2.13	120	0.84	1.480	0.141
S-7	2.06	70	0.99	2.03	120	0.79	-0.181	0.856
S-8	2.13	70	0.81	2.08	120	0.82	-0.369	0.713
S-9	3.00	70	0.83	3.11	120	1.17	0.682	0.496

There is a healthy working atmosphere in our institution, and fourth, the administration and faculty members take an active interest in extracurricular and co-curricular activities. As a result, it turns out that the teaching staff and the non-teaching personnel think differently about these issues. Both teachers and non-teachers have the same perspective on the rest of the fundamental claims regarding the efficiency of human resources.

CONCLUSION

The research shows that in order to adapt to new technologies, the educational system in the Chhatarpur area of Madhya Pradesh needs to be revamped into a well-managed one, in which schools take on the role of fostering students' employable skills and instilling strong moral principles, as well as positioning themselves as a knowledge base from which a knowledge-based society can emerge. The change should be made in such a way that it successfully fosters sustainable human development while also increasing its relevance via tighter ties to the world of work and guaranteeing high-quality in its teaching, research, business, community extension, and lifelong learning. Appropriate suggestions are given based on the results, and the potential for further study in this area is discussed.

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