



## Effect of Gender on the Perception of School Teachers towards overall HRD Practices and Its Mechanisms

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### Abstract

*The Human Resource Development is concerned with policies, systems and practices for the employees to improve their capacities and capabilities, considering the overall goal of the organization and aim of utilizing it to its optimum level. To achieve the objectives of education and to increase the efficiency in Teaching–Learning process, implication of effective HRD Practices in the schools is must. HRD consist of following HRD mechanisms: Training and development, organizational development, career development and performance development. However, these concepts are very well utilized in industry and corporate sector but very less is known about the effectiveness of HRD in Indian Education System. Usefulness of the concept of HRD has not been tried in many Schools. With the changing opportunities and building up of competition in the present world, there is an urgent need to adopt HRD frameworks in Schools. The study will try to explore the level of HRD Practices in the different schools of Indore. The researcher has tried to find out the perception of the teachers toward HRD Practices in the schools and have also differentiated on the bases of their gender. The Data is collected through a questionnaire and for interpretation ANOVA Statistical tool is applied.*

**Key Words:** HRD Practices, Training and Development, HRD framework, Career Development, Performance Development, HRD Mechanism.

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### Introduction

The concept of Human Resource Development was formally introduced by Leonard Nadler in 1969 in a conference organized by the American Society for Training and Development. Nadler (1969) defined HRD as those learning experiences which are organized for a specific time and designed to bring about the possibility of behavioral change. Among the Indian authors, T. V. Rao worked extensively on HRD. He defined HRD in the organizational context as a process by which the employees of an organization are helped in a continuous, planned way to acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles; develop their general capabilities as individuals, discover and exploit their inner potentials for their own and organizational development purposes, to develop an organizational culture in which superior subordinate relationship, team work and collaboration among sub units are strong and contribute to the professional wellbeing, motivation and pride of employees. The most important functions of HRD are individual development, organizational development, career development and performance improvement. Employees are expected to be provided with training and development or learning activities to improve performance, which leads to organizational effectiveness. It helps to develop key competencies, which enable individuals to improve their current job performance and enhance future performance for career development (Gilley & Egglund, 1989 ;).

### Literature Review

Human resource development (HRD) mechanism has been an important area of research practice. The purpose of HRD policy is the development of Human Resources. In a widely cited paper, (Sriyen,1997) found human resource development as the process of increasing knowledge, skills, and the capacity of people in society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development

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of an economy. Performance appraisal and rewards can help the teachers in fostering their own development. In addition, the appraisal is a good tool for the monitoring the performances of the teachers all intentionally for the purpose of the schools. It is also a good record for the improvement of the teachers (Monyatsi, 2008). Teacher learning is a lifelong activity that starts from his/her school days and continues throughout the life. The training techniques through which a teacher was taught during his/her school days, plays effective role in the techniques he/she uses in his/her own teaching (Schwille, Dembele and Schubert, 2007). Chunn and Thacker (1993) believed training effectiveness is a very important tool for modern organizations where attitudinal change towards new programs was needed, effective training programs attained positive alteration of human behavior, which had been crucial to achieve desired results.

Human resource development climate contributes to the organizations wellbeing and self-renewing capabilities resulting in increasing the enabling capabilities of individuals, team and the entire organization. Venkateswaran (1997), in a Note on Human Resource Development said that organization that has better HRD climate and processes is likely to be more effective than an organization that does not have them. Career planning is a tool that aligns strategy with future HR needs and encourages employee to strive for his personal development (William et al, 1996). By increasing employee participation, the firm will benefit from increase in productivity of the employee due to increased commitment of the employee. Financial participation Schemes were more beneficial for the organizations than the associated cost (Summers & Hyman, 2005).

### Objectives

- To study the effect of gender on the perception of teachers towards Performance and Reward system in the schools.
- To study the effect of gender on the perception of teachers towards Training Techniques in the schools.
- To study the effect of gender on the perception of teachers towards HRD Climate in the schools.
- To study the effect of gender on the perception of teachers towards Training Effectiveness in the schools.
- To study the effect of gender on the perception of teachers towards Career Planning and Development in the schools.
- To study the effect of gender on the perception of teachers towards Overall HRD Practices in the schools.

### Hypotheses

Ho1: There will be no significant effect of gender on the perception of teachers towards Performance and Reward System in the schools.

Ho2: There will be no significant effect of gender on the perception of teachers towards Training Technique in the schools.

Ho3: There will be no significant effect of gender on the perception of teachers towards HRD Climate in the schools.

Ho4: There will be no significant effect of gender on the perception of teachers towards Training Effectiveness in the schools.

Ho5: There will be no significant effect of gender on the perception of teachers towards Career Planning and Development in the schools.

Ho6: There will be no significant effect of gender on the perception of teachers towards Overall HRD Practices in the schools.

### Methodology

The present study is undertaken to evaluate the effect of gender on factors of HRD Mechanisms. Factor Analysis was carried out using Principal Component Analysis followed by



Varimax Rotation. Factor Analysis helped to identify underlying variables or factors that explain the pattern of correlation within a set of observed variables. Factor Analysis resulted in the reduction of components in five factors (Rotated Component Matrix). The factors taken for the study are Performance and reward system, Training Techniques, Training effectiveness, Career planning and Development and HRD climate.

**a. Data Collection Methods:** The data has been collected from both primary and secondary method. The questionnaire scale was designed on the basis of available literature. Further academicians, professionals, researchers and other experts in the area of Human Resource Development were also consulted for the development of the questionnaire. It was based on five point Likert Scale -Strongly disagree, disagree, Neutral, Agree, Strongly agree.

**b. Research Design:** Study is Descriptive in nature.

**c. Sampling:** In this study the population consisted of the school teachers working in CBSE and MPBSE schools of Indore. 312 Teachers working in public and private schools of Indore were taken as the sample for research.

**d. Research Tools and techniques:** Data was entered in SPSS 16 version, Statistical Package for Social Sciences for Analysis. The reliability was 0.87. After Descriptive analysis ANOVA statistical tool was used for hypotheses testing.

### Results and Finding

The research was done to find out the perception of male and female teachers towards the HRD Mechanisms in the schools.102 Males and 210 Females participated in the research. The results of the statistical analysis are given below.

#### Objective 1

Effect of Gender on the Perception of Teachers towards Performance and Reward System in the Schools

It was tested by applying one way ANOVA statistics.

Table 1. Effect of Gender on the Performance and Reward System

ANOVA						
Dependent Variable	Groups	Sum of Squares	df	Mean Square	F	Sig.
Performance and Reward system	Between Groups	122.205	1	122.205	4.49	.035
	Within Groups	44638.407	310	143.995		
	Total	44760.612	311			

The F value 4.49 is significant at 0.05 levels with degree of freedom df equal to 1/310. It means there is a significant difference among teachers belonging to different gender in terms of PRS. Therefore the null hypothesis stating, "There will be no significant effect of gender on the perception of teachers towards Performance and Reward System in the schools" is rejected.

#### Objective 2

Effect of Gender on the Perception of Teachers towards Training Technique in the Schools

It was tested by applying one way ANOVA statistics.

Table 2. Effect of Gender on the Training Techniques

ANOVA						
Dependent Variable	Groups	Sum of Squares	df	Mean Square	F	Sig.
Training Techniques	Between Groups	9.644	1	9.644	.257	.613
	Within Groups	11640.703	310	37.551		
	Total	11650.347	311			



The F value .257 is not significant at 0.05 levels with degree of freedom df equal to 1/310. It means there is no significant difference among teachers belonging to different gender in terms of TT. Therefore the null hypothesis stating, "There will be no significant effect of gender on the perception of teachers towards Training Techniques used in the schools" is accepted.

### Objective 3

Effect of Gender on the Perception of Teachers towards HRD Climate in the Schools

It was tested by applying one way ANOVA statistics.

Table 3. Effect of Gender on the HRD Climate

ANOVA						
Dependent Variable	Groups	Sum of Squares	df	Mean Square	F	Sig.
HRD Climate	Between Groups	52.403	1	52.403	4.396	.037
	Within Groups	3695.568	310	11.921		
	Total	3747.971	311			

The F value 4.396 is significant at 0.05 levels with degree of freedom df equal to 1/310. It means there is significant difference among teachers belonging to different gender in terms of HRDC. Therefore the null hypothesis stating, "There will be no significant effect of gender on the perception of teachers towards HRD Climate in the schools" is rejected.

### Objective 4

Effect of Gender on the Perception of Teachers towards Training Effectiveness in the Schools

It was tested by applying one way ANOVA statistics.

Table 4. Effect of Gender on the Training Effectiveness

ANOVA						
Dependent Variable	Groups	Sum of Squares	df	Mean Square	F	Sig.
Training Effectiveness	Between Groups	.025	1	.025	.001	.973
	Within Groups	6696.590	310	21.602		
	Total	6696.615	311			

The F value .001 is not significant at 0.05 levels with degree of freedom df equal to 1/310. It means there is no significant difference among teachers belonging to different gender in terms of TE. Therefore the null hypothesis stating, "There will be no significant effect of gender on the perception of teachers towards Training Effectiveness in the schools" is accepted.

### Objective 5

Effect of Gender on the Perception of Teachers towards Career Planning and Development in the Schools

It was tested by applying one way ANOVA statistics.

Table 5. Effect of gender on the Career Planning and Development

ANOVA						
Dependent Variable	Groups	Sum of Squares	df	Mean Square	F	Sig.



Career Planning and Development	Between Groups	41.064	1	41.064	3.852	.050
	Within Groups	3304.548	310	10.660		
	Total	3345.612	311			

The F value 3.852 is significant at 0.05 levels with degree of freedom df equal to 1/310. It means there is significant difference among teachers belonging to different gender in terms of CPD. Therefore the null hypothesis stating, “There will be no significant effect of gender on the perception of teachers towards Career Planning and Development in the schools” is rejected.

### Objective 6

### Effect of Gender on the Perception of Teachers towards Overall HRD Practices in the Schools

It was tested by applying one way ANOVA statistics.

Table 6. Effect of Gender on the Overall HRD Practices

ANOVA						
Dependent Variable	Groups	Sum of Squares	df	Mean Square	F	Sig.
Overall HRD Practices	Between Groups	34.290	1	34.290	.083	.774
	Within Groups	128566.682	310	414.731		
	Total	128600.972	311			

The F value .083 is not significant at 0.05 levels with degree of freedom df equal to 1/310. It means there is no significant difference among teachers belonging to different gender in terms of Overall HRD Practices. Therefore the null hypothesis stating, “There will be no significant effect of gender on the perception of teachers towards Overall HRD Practices in the schools” is accepted.

### Findings

- The effect of gender on Performance and Reward System (PRS)  
There was a significant difference in the perception of the teachers belonging to different gender, in terms of PRS.
- The effect of gender on Training Techniques (TT)  
There was no significant difference in the perception of the teachers belonging to different gender, in terms of Training Techniques.
- The effect of gender on Human Resource Development Climate (HRDC)  
Male teachers had better perception than female teachers, in terms of HRDC.
- The effect of gender on Training Effectiveness (TE)  
There was no significant difference in the perception of the teachers belonging to different gender, in terms of Training Effectiveness.
- The effect of gender on Career Planning and Development (CPD)  
Male teachers had better perception than female teachers, in terms of CPD.

### Conclusion

The male teachers and female teachers' perception was same in Training Techniques and Training effectiveness but different in Performance and Reward system, HRD Climate and Career Planning and Development. The female teachers were more bothered about their surroundings and relationships rather than men, the female teachers were found to be less



complaining and adjustable in whatever their environment and culture of the schools is. The men were more career oriented due to which they were aware of all the career and promotion related policies. Males were found to be more ambitious so they wanted implementation of all the policies and procedures related to career and development. The teachers of private institutions clearly pointed out the absence of career advancement schemes in their schools. The factors concerning teacher training effectiveness and techniques are related to technicalities and methodologies, which do not have any special concern with gender due to which male and female teachers had same perception. Although they were not so satisfied with the Training and Development Programmes carried out in their schools.

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