OPEN ACCESS

Manuscript ID:
MGT-2023-10036111

Volume: 10

Issue: 3

Month: January

Year: 2023

P-ISSN: 2321-4643

E-ISSN: 2581-9402

Received: 18.10.2022

Accepted: 25.12.2022

Published: 01.01.2023

Citation:
Ramakrishna Murali, NV. "Carrer Management as a Human Resource Practice in Higher Education Institutions." *Shanlax International Journal of Management,* vol. 10, no. 3, 2023, pp. 11–17.

DOI:
https://doi.org/10.34293/management.v10i3.6111

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Career Management as a Human Resource Practice in Higher Education Institutions

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Abstract
Private university personnel can do more thanks to greater productivity thanks to HRM methods. Private universities use a variety of strategies today to keep faculty members motivated, increase productivity, and retain their skills. This essay has looked at Career Management as one facet of Human Resource Practices.
Keywords: Career Management

Introduction

Planning for career development, succession, and career planning are all included in operational human resources management (HRM). A company without benefits for planning career and development of career is probable to perceive the greatest degree of revenue affect its objectives and programmes. Similarly, handling openings, particularly at higher levels, becomes difficult without succession planning. Organizations that lost key positions found themselves in difficulty. This was due, in part, to the inability to find an appropriate replacement for the departed employee. It is now well acknowledged that the typical employment span for key performers continues to be quite short due to the increase in opportunities for career mobility and corporate competitions for worldwide headhunting of deserving performers. As is typically the case in most businesses, career planning and development within firms are treated as interchangeable concepts. The underlying process remains essentially the same regardless of how it is framed.

Definition of Career

A person's career is a set of attitudes and behaviours that they exhibit throughout their lifetime as they engage in various jobs and work-related activities. It may also be described as a person's progression through a series of connected roles inside an organisation, structured in a hierarchical sequence. More specifically, the literal definition of career focuses on sequences that each individual experiences differently, thus making career either person-centric or organization-centric. Therefore, the terms "carrier" and "internal carrier" are used independently. Internal Career refers to the set of phases or stages that make up the individual concepts of career progression within a profession. External career refers to an objective classification used by societies and organizations to describe the progression of a particular occupation through stages. From these two opposing perspectives, career in an organizational setting can be perceived as the integrated pace of vertical and horizontal movement in an individual's activity during employment.

Career planning is the process of deciding on career objectives and the routes to take to achieve them. The main purpose of career planning is to assist employees in realising a better fit between their own ambitions and chances that are realistically within reach of the company. Career programmers needn't limit their attention to opportunities for career progression. It's likely that there aren't enough high-level positions available to allow many individuals to improve their careers. Therefore, rather than emphasising vertical growth, career planning programmes must identify and highlight those professions that encourage psychological success. Instead of being an one event or result, career planning is a continuous process of developing human resources for the greatest results. The distinction between individual and organisational careers, however, must be made clear. If he has a choice, a person who is unable to implement his career plan inside the company is likely to resign from his position. Therefore, organisations should aid workers in career planning so that they can meet each other's demands.

Need for Career Planning

Consistently aspiring employee improve at work. If there are sufficient possibilities, he can follow his professional objectives and make the most of his abilities. Unfortunately, for a number of reasons, organisations do not, in fact, give this component the attention it deserves. Organizational requirements do not satisfy employee needs; no effort is made to show how employees may grow within specific constraints, what will happen to a successful employee five years from now, yet if the institution is striving to give only employment or long-term careers, etc. Employees search for better pastures outside when acknowledgment for excellent achievement is delayed and there is some uncertainty as to whether they will have the opportunity to advance or not. When turnover rates increase, key leaders quit in frustration and the company suffers greatly. Any hastily planned recruitment efforts to fill the positions won't be successful. Therefore, the lack of a career plan would have a significant impact on both the individuals and the firm. If employees don't receive the necessary breaks at the correct times, their morale will be low and they'll be constantly looking for ways out.

High staff turnover won't be beneficial to businesses. New hires result in higher recruitment and training expenses. Short-term substitutes won't be productively beneficial in filling up the gaps. Therefore, organisations work to implement career plans and inform staff of the options available inside for outstanding individuals. Organizations cannot succeed without such a progressive mindset.

Process for Career Planning

The following steps are included in the career planning process:

Finding Personal Needs and Ambitions

The vast mainstream of society lack a clear knowledge of their professional aims, foundations, and objectives. In order to help their employees, HR professionals should tell them as much as possible about the positions that best match their abilities, background, and skills. This assistance is given through workshops and seminars while staff members participate in role-plays, psychological examinations, etc. Giving workers a clear knowledge of what they should do to improve their careers inside the company is the major goal of such events. Seminars and workshops encourage employee engagement by emphasising the value of career planning. They support staff members in setting career objectives, choosing career pathways, and locating particular possibilities for professional growth. These particular experiments can be supplemented by information on paper or tape.

Analyzing career opportunities: Once the employee's career-related needs and goals have been clarified, the company should provide a career path for each role. The future path clearly shows the potential for career advancement. It shows the numerous positions you can take over time if you can achieve success. Of course, career paths evolve over time according to individual needs and organizational demands. When describing career trajectories, it is important to properly weigh the demands of young people with good degrees but little experience against those of experienced people without professional qualifications.

Aligning needs and opportunities: When employees have identified their needs and realized the existence of career opportunities, the remaining problem is alignment. The process involves two alignment needs and opportunities: Once workers have determined their needs and are aware of career options, the only remaining issue is alignment. This method involves two steps: first, determining the competence of the employee; Next, set up career development programs (obviously mentioned later); And finally, match employee needs with organizational possibilities. The competence of employees can be partially assessed through performance appraisals.

Step 1: Evaluate employee potential before integrating employee needs and company goals. then create programmes for professional growth (obviously mentioned later). Performance evaluations can be used to gauge an employee's potential to some extent. These evaluations will assist in identifying employees who require more training, employees who can take on greater responsibilities, etc. after the employee's potential has been determined.

Plans of action and routine reviews: A matching method will reveal any gaps. These should be addressed through ongoing organizational support and individual career development initiatives. After starting these methods, it is important to review the entire process periodically. It enables the employee to better understand his path, the changes expected to occur and the capabilities required to deal with new and developing organizational problems. Finding out how people are doing, what their goals and aspirations are, whether career paths match individual needs and meet larger company objectives, etc. are all important from an organizational perspective.

Research Methodology

54 non-teaching employees of a private university in Bangalore City were given the following questions. Convenience sampling was used for the sample.

The following career management programmes were put to the test:

Do you receive assistance from your institution regarding

- On-the-job training
- Project collaboration
- Job rotation
- Informal coaching
- Formal networking programs
- Projects to stimulate learning
- Formal mentoring
- Special tasks
- Formal career plans
- Special tasks
- High potential programs
- International work assignments
- Computer-based packages
- Succession planning

These non-teaching staff members' responses have been collated and analyzed as follows:

Tabulation and Analysis

Profile of the Respondents

		Frequency	%	Valid %	Cumulative %
Valid	Male	30	55.6	55.6	55.6
	Female	24	44.4	44.4	100.0
	Total	54	100.0	100.0	

Age of Respondents

		Frequency	%	Valid %	Cumulative %
Valid	< 30 Years	5	9.3	9.3	9.3
	30 -39 years	19	35.2	35.2	44.4
	40-49 years	25	46.3	46.3	90.7
	> 50 years	5	9.3	9.3	100.0
	Total	54	100.0	100.0	

Educational Background of Respondents

		Frequency	%	Valid %	Cumulative %
Valid	< Degree	6	11.1	11.1	11.1
	Degree	40	74.1	74.1	85.2
	Post Graduation	8	14.8	14.8	100.0
	Total	54	100.0	100.0	

Work Experience of Respondents

		Frequency	%	Valid %	Cumulative %
Valid	< 10 years	7	13.0	13.0	13.0
	Between 10 and 20 Years	21	38.9	38.9	51.9
	Between 20 and 30 Years	20	37.0	37.0	88.9
	> 30 years	6	11.1	11.1	100.0
	Total	54	100.0	100.0	

Section Respondents Work in

		Frequency	%	Valid %	Cumulative %
Valid	Science Department	5	9.3	9.3	9.3
	Humanities Department	10	18.5	18.5	27.8
	Management and Commerce Department	7	13.0	13.0	40.7
	Examination Section	13	24.1	24.1	64.8
	Administrative Section	19	35.2	35.2	100.0
	Total	54	100.0	100.0	

Analysis

The Cronbach's Alpha calculation was used to conduct the reliability test on the data that was gathered.

Case Processing Summary

		N	%
Cases	Valid	54	100.0
	Excluded[a]	0	.0
	Total	54	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	No of Items
.981	14

A very dependable number for Alpha is one that is over 0.70. The resultant Alpha value is o.981. As a result, further analysis may be done on the information gathered through the survey responses provided by the respondents.

The descriptive analysis highlights the several contributing factors:

	N	Minimum	Maximum	Mean	Std. Deviation
Training on the job	54	1	5	3.17	1.270
Project team work	54	1	5	3.63	1.293
Job rotation	54	1	5	3.17	1.270
Informal coaching	54	1	5	3.17	1.270
Formal networking programs	54	1	5	3.63	1.293
Projects to stimulate learning	54	1	5	3.93	1.452
Formal mentoring	54	1	5	3.41	1.190
Special tasks	54	1	5	3.17	1.270
Formal career plans	54	1	5	3.63	1.293
Special tasks	54	1	5	3.93	1.452
High potential programs	54	1	5	3.41	1.190
International work assignments	54	1	5	3.78	1.574
Computer-based packages	54	1	5	3.02	1.394
Succession planning	54	1	5	2.93	1.465
Valid N (listwise)	54				

A one-sample t-test was run to determine whether the opinion score given by the respondents was different to normal, meaning whether the sample mean was significantly different from the population mean. The test score was defined as an opinion score of 3.0, since the neutral value of the testing stands at 3.

The following Hypothesis was set up.

- H0: There is no significant difference between the population mean and the sample mean.
- Ha: There is a significant difference between the population mean and the sample mean.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Training on the job	54	3.17	1.270	.173
Project team work	54	3.63	1.293	.176
Job rotation	54	3.17	1.270	.173
Informal coaching	54	3.17	1.270	.173
Formal networking programs	54	3.63	1.293	.176
Projects to stimulate learning	54	3.93	1.452	.198
Formal mentoring	54	3.41	1.190	.162
Special tasks	54	3.17	1.270	.173
Formal career plans	54	3.63	1.293	.176
Special tasks	54	3.93	1.452	.198
High potential programs	54	3.41	1.190	.162
International work assignments	54	3.78	1.574	.214
Computer-based packages	54	3.02	1.394	.190
Succession planning	54	2.93	1.465	.199

One-Sample Test

Test Value = 3						
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower	Upper
Training on the job	.964	53	.339	.167	-.18	.51
Project team work	3.579	53	.001	.630	.28	.98
Job rotation	.964	53	.339	.167	-.18	.51
Informal coaching	.964	53	.339	.167	-.18	.51
Formal networking programs	3.579	53	.001	.630	.28	.98
Projects to stimulate learning	4.687	53	.000	.926	.53	1.32
Formal mentoring	2.516	53	.015	.407	.08	.73
Special tasks	.964	53	.339	.167	-.18	.51
Formal career plans	3.579	53	.001	.630	.28	.98
Special tasks	4.687	53	.000	.926	.53	1.32
High potential programs	2.516	53	.015	.407	.08	.73
International work assignments	3.631	53	.001	.778	.35	1.21
Computer-based packages	.098	53	.923	.019	-.36	.40
Succession planning	-.372	53	.712	-.074	-.47	.33

The One Sample Chi Square Test was conducted to test the following Hypothesis:

The following Hypothesis was set up:

- H0: The following components do not form the Career planning System.
- Ha: The following components form the Career planning System.

Findings

- The One Sample Chi Square Test has rejected the Null Hypothesis, indicating that the majority of the characteristics actually occur often at the aforementioned University as a human resource practise. The following factors have been excluded by the null hypothesis, while the alternative hypothesis has been accepted: formal networking programmes, formal mentoring, formal projects to stimulate learning, formal tasks, formal career plans, formal tasks, high potential programmes, international work assignments, and computer-based tools.
- According to the respondents, while the One

Sample Chi Square Test preserved these elements, on-the-job training, job rotation, informal coaching, and succession planning are not occurring as frequently as would be ideal.

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Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories of 1. Training on the job occur with equal probabilities.	One-Sample Chi-Square Test	.058	Retain the null hypothesis.
2	The categories of 2. Project team work occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
3	The categories of 3. Job rotation occur with equal probabilities.	One-Sample Chi-Square Test	.058	Retain the null hypothesis.
4	The categories of 4. Informal coaching occur with equal probabilities.	One-Sample Chi-Square Test	.058	Retain the null hypothesis.
5	The categories of 5. Formal networking programs occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
6	The categories of 6. Projects to stimulate learning occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
7	The categories of 12. International work assignments occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
8	The categories of 13. Computer-based packages occur with equal probabilities.	One-Sample Chi-Square Test	.002	Reject the null hypothesis.
9	The categories of 14. Succession planning occur with equal probabilities.	One-Sample Chi-Square Test	.280	Retain the null hypothesis.
10	The distribution of 7. Formal mentoring is normal with mean 3.407 and standard deviation 1.19.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
11	The distribution of 8. Special tasks is normal with mean 3.167 and standard deviation 1.27.	One-Sample Kolmogorov-Smirnov Test	.008	Reject the null hypothesis.
12	The distribution of 9. Formal career plans is normal with mean 3.630 and standard deviation 1.29.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
13	The distribution of 10. Special task is normal with mean 3.926 and standard deviation 1.45.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
14	The distribution of 11. High potential programs is normal with mean 3.407 and standard deviation 1.19.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

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