

PhD in Management Work

MANAGEMENT EDUCATORS AND STAKEHOLDERS ON HR EDUCATION IN B-SCHOOLS

A Thesis submitted in partial fulfillment for
the award of Doctor of Philosophy Degree (PhD)
in Management

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Chapter 3

Methodology

This chapter is about the methodology of the present research study, which focuses on achieving the goals of the research work that has been undertaken. This chapter has been segregated as per the following areas as given below.

3.1 : Aim

This research work aims to draw upon the significance and importance of HR education in India from three pronged stakeholder perspective as in HR Students, HR Academicians and HR Practitioners, in an attempt to provision a HR Education that is in-tune with the industry and the global needs in the days to come.

3.2 : Statement of enquiry

To understand the need for HR education, the utility and usefulness of HR education in the present day. The enquiry is focused, based on the perception of three types of stakeholders.

3.3 : Objectives of the study

1. To explore the various stakeholder's views and opinions on HR education.

2. To understand the impact of HR education on the various stakeholders.
3. To provide some tentative suggestions for the improvement of HR education.

3.4 : Hypothesis

Following hypothesis were formulated for the present study and are as follows

HR students

HR-S1: HR students do not prefer to move from their native place to the Institute of study.

HR-S2 : HR as a discipline contributes to the development of self confidence, guides the HR students during their HR education.

HR-S3 : HR as a discipline prepares the students with the requirements of the Industry.

HR Academicians

HR-A1 : There is no relationship between the number of publications in journals and the designations amongst the HR Academicians.

HR-A2 : The HR subjects being presently taught in the final semester in b-schools are redundant.

HR Practitioners

HR-P1 : There is no relationship between the designations and the business competencies of the HR Practitioner.

HR-P2 : There is no link between HR Practitioner's designation and the choice of selection of fresh HR recruits.

HR-P3 : Knowledge and skill sets amongst fresh HR recruits and type of the industry are not linked.

3.5 : Definitions of key words

- HR Student - Is a postgraduate student who is presently specializing in Human Resources Management while pursuing his / her master's degree / postgraduate diploma in management studies from a recognized, affiliated and accredited B-school in Karnataka state.
- HR Academician - Is a qualified, trained and experienced postgraduate teacher who is presently teaching, training and guiding students in specializing in Human Resources Management (who are pursuing his /her master's degree / postgraduate diploma in management studies) from a recognized, affiliated and accredited B-school in Karnataka state.
- HR Practitioner- Is a qualified, trained and experienced postgraduate qualified employee who is presently working as a specialist in Human Resources in any recognized industry / company in Karnataka state.
- B-School - Is an UGC / AICTE recognized, affiliated and accredited organization, which imparts teaching-learning-training-research processes in Postgraduate Management Studies, in Karnataka State.
- HR Professional Organization - Is an registered society, primarily constituted by HR professionals (HR Practitioners, HR Academicians and other HR / industry specialists), for the purpose of upholding HR values, imparting continued training in a variety of HR based knowledge and skill sets to HR professional / employees working in Industry / companies, b-schools and other organizations.

3.6 : Justification for the sample inclusion and methodology

3.6.1 : HR Students

Management based higher education in India presently is at a cross-roads. The traditional and conservative University based process of both being able to educate and train our business leaders of tomorrow has been done away with, in the ever changing economy across the world. We need to make provisions for the HR students with the skill and talents necessary to indulge in healthy competition in this industry. We must be able to understand and be able to accept those challenges. The globalization of the b-school based curriculum and its mechanisms of delivery is no longer a luxury, but a necessity and aide to grow and change. Hence this research study, which has been planned, will look at HR Education, holistically and looking at the internal stakeholder's perspectives, i.e., HR students perception, as on today and also from the future perspective. So that changes, could be recommended at all levels, to provide a HR Education, which is vibrant and has a strong focus for HR students.

3.6.2 : HR Academicians

In being able to be along side with internationalization and industrialization, companies and firms, have to come up with plans to understand and work around with each employee in a different and tactful manner. Thereby being able to meet the individual's needs vis-a-vis, plan the growth of the company. Hence this research study has been planned, i.e., HR Academician as a stakeholder in the HR management education. This focus of the study provides the information, for the Academician's perspective of HR education as of today and tomorrow, vis-a-vis the HR students and the Industry. Being the primary deliverers, the HR Academician's perspectives would provides us with information, that could be re-worked and re-worded, at all levels of the HR Education in India, so as to strengthen the Academician's perspective of HR education.

3.6.3 : HR Practitioners

Employees are an organization's best supporting structure, while providing the specific intellectual capital per se, that preservers with the differentiation in terms of products, and on the other hand contributes with many a value added services to all its stakeholders. In almost all organizations and industries, wherever the growth and development based programs are taken into account, the foremost resource that needs to be nurtured is actually the human resources. To be able to envisage growth and development from a macro level perspective is possible and workable, based on the initiation and sustenance of micro level activities in the organization. To be globalized, today's organizations deal, differently and tactfully with each of its employees. Thus being able to fulfill the needs of employee and the organization, as on today as well as in the future. The HR Practitioners considered a stakeholder, as he / she represent the user of the product of a b-school, i.e., HR / Management students. Further, HR Practitioners the specialist who applies the concepts of HR into practice every day. Hence this research work looks at the perceptions of the HR Practitioners from a HR Educational Perspective, so as to obtain inputs regarding HR Educational Program and the HR student to plan for a better future.

3.7 : Geographical Area

3.7.1 : HR Students and HR Academicians

One part of the study area consisted of b-schools of Universities and Autonomous organizations in the state of Karnataka, from which the HR students and HR Academicians formed one part of the universe. The details of the Universities and Autonomous organizations are given below.

Universities

1. Bangalore University, Bengaluru
2. Davangere University, Davangere
3. Gulbarga University, Kalburgi
4. Vijayanagara Sri Krishnadevaraya University, Ballari
5. Karnatak University, Dharwad
6. Karnataka State Women University, Vijayapura
7. Kuvempu University, Shankaraghatta, Shivmogga
8. Rani Chennamma University, Belagavi
9. Mangalore University, Mangaluru
10. Mysore University, Mysuru
11. Tumkur University, Tumkuru
12. Visveswaraiah Technological University, Belgavi
13. Central University of Karnataka, Kalburgi
14. Christ University, Bengaluru
15. Jain University, Bengaluru
16. Manipal University, Manipal
17. Alliance University, Bengaluru

Autonomous b-schools

1. Acharya School of Management, Bengaluru
2. Mount Carmel Institute of Management Science, Bengaluru
3. MS Ramaiah Institute of Management Sciences, Bengaluru
4. SDM Institute For Management Development, Mysuru
5. Ramaiah Institute of Management Sciences, Bengaluru
6. St Josephs college of Business Administration, Bengaluru
7. Symbiosis Institute of Business Management, Bengaluru
8. T.A Pai Management Institute, Manipal
9. Kirloskar Institute of Advanced Management Studies, Harihara
10. Xavier Institute of Management and Entrepreneurship, Bengaluru

3.7.2 : HR Practitioners

The second study area consisted of companies in various industrial sectors and based upon them, the HR Practitioners, presently working in such companies, were selected.

Type of HR Practitioner being selected as sample

Three types of HR Practitioners (Recruiter, Trainer and Manager) from different types of Industries / Companies, located in Bengaluru and around, are selected as samples. Further, two HR Practitioners, representing the Governing boards of the various HR Professional Associations are selected as samples.

Type of companies / HR professional associations

HR Practitioners working in such companies, as in IT, ITeS, Manufacturing, Pharmaceutical, Aerospace, Banking and Finance, Hospitality / Beverages and such others, in Bengaluru and around the city would serve as the geographical area. Similarly, HR Practitioners working in such HR Professional associations, such as following were considered, as in

1. National Human Resources Development (NHRD)
2. National Institute of Personnel Management (NIPM)
3. Society for Human Resources Management (SHRM)
4. Indian Society for Training and Development (ISTD)
5. More Than Human Resources (MTHR)
6. Others - CII (Confederation of Indian Industries), FKCCI (Federation of Karnataka Chambers of Commerce and Industry).

3.8 : Inclusion and Exclusion criteria for Sample selection

3.8.1: HR students

Inclusion criteria

- Students who are regular / full time enrollment only

- Students must have completed their first year / two semesters of PG / PGD program
- Students must have opted HR as a specialization
- Students must be enrolled in a UGC / AICTE approved Institution only

Exclusion criteria

- Students who are part time / distance education based programs
- Students in their second semester of PG / first semester of PGD program
- Students opted for other specializations
- Students must not be enrolled in a non-UGC / AICTE approved Institution

3.8.2 : HR Academicians

Inclusion criteria

- Academicians who are working as regular / full time only
- Academicians who have specialized in HR as a specialization
- Academicians must be working in a UGC / AICTE approved Institution only

Exclusion criteria

- Academicians who are working as part time / adjunct faculty
- Academicians who have specialized in other specializations apart from HR
- Academicians must not be working in a non - UGC / AICTE approved Institution

3.8.3 : HR Practitioners

Inclusion criteria

- Practitioners, working as full time employees in organizations / companies
- Practitioners must have a qualification in HR

Exclusion criteria

- Practitioners who are working as part time / adjunct employee
- Practitioners who do not have an HR education qualification

3.9 : Sample Design

The details of the samples, which have been planned / intended for selection for research study are given as under :

3.9.1 : HR students

All the HR students studying in all the b-schools located in various Universities and Autonomous Institutions form the sample. Table no. 3.1 shows the planned samples for the study.

Table No. 3.1 : HR students

Type of respondent	State (12)	Central (1)	Deemed (3)	Private (1)	Autonomous B schools (10)	Total (29)
HR Students (10 per dept)	120	10	30	10	100	270

3.9.2 : HR Academicians

All the HR Academicians presently working in all the b-schools located in various Universities and Autonomous Institutions formed the HR Academicians sample. Table no. 3.2 shows the planned samples for the study.

Table No. 3.2 : HR Academicians

Type of respondent	State (12)	Central (1)	Deemed (3)	Private (1)	Autonomous B schools (10)	Total (29)
HR Faculty (2 per dept)	24	2	6	2	20	54

3.9.3 : HR Practitioners

The HR Practitioners are those who are presently working in companies, located in Bengaluru and around. HR Practitioners belonging to the designations of Recruiter / Manager / Senior Manager / Associate Director / Director). Further, HR Practitioners working in HR Professional associations are taken as planned / intended samples. Table no. 3.3 shows the planned samples for the stud

Table No. 3.3 : HR Practitioners

Sl No	Type of organizations	Total No of Samples
1	IT, ITeS, Manufacturing, Pharmaceuticals, Consultancy, Retail, Aerospace, Hospitality and Services	30
2	HR Professional Associations	10
Total		40

3.10 : Tools used

The tools used to collect the data from each of the stakeholder, as in HR student, HR Academician and HR Practitioner, have been developed and used. The details are given as under.

3.10.1 : Interview schedule for the HR student

Structure

The tool for HR student consisted of 32 major areas. Each area has the range of a minimum of 1 question / statement to a maximum of 30 questions. Each question / statement (in every major area) has space to respond (open ended) or had choice of answers (closed ended).

Administration

The researcher introduces himself to a class of HR students (in any given institution). The researcher further informs about self, the research work and purpose of visit. The informed consent is obtained, as the second step. Further, respondents are hand held through all the questions / statements in the tool. Each discussion (i.e., with every class which included HR students) lasts for about one and half hours.

Psychometric properties of the Tool

An increase in the Cronbach's alpha is observed, as the inter-correlations among the test items increase. It is known and understood as an internal consistency estimate of reliability of test scores. As inter-correlations within the test items are maximized, and when all items measure the same issue, Cronbach's alpha indirectly indicates the degree, to which a set of items measure a single uni-dimensional latent construct. The Cronbach's alpha for the HR student's tool is 0.833.

Face validity and the Content validity have been established during the development and testing of the tool for HR students. Face validity was estab-

lished, by asking the participants whether they thought that a test was well constructed, useful and that required a personal judgment. The participants agreed that the tool appeared to measure the content of HR Education with respect to themselves, i.e., a HR student.

Content validity was established first by asking the participants whether they thought that individual questions / statements of the sub areas of the tool were relevant to the main theme of the tool (with respect to themselves, i.e., a HR student). Secondly, the participants were asked whether the questions measured for what they were designed to do so, which thereby lead to a state of neutrality, i.e. no bias was felt anywhere. The tool has been appended in the last section of the thesis. The description of the various areas of the tool are as listed in the table no. 3.4

Table No. 3.4 : Components in the tool for HR Students

SI No	Area / Content	No. of questions / statements	Type of response (open or closed ended responses)
1	Socio-demographic data	12	Open and closed
2	Previous work experience	2	Closed
3	Reasons for choosing HR as a specialization	7	Closed
4	Is your department accredited by any quality organization	4	Closed
5	Strengths and Opportunities of HR program in your institution	1	Open
6	Limitations and Threats of HR program	1	Open
7	HR based classroom teaching, internal assessment and other issues	30	Closed
8	Redundancy in HR subjects	4	Open
9	Role of HR Faculty	6	Closed
10	Internship and Dissertation	10	Open and closed
11	Pre placement Training and Placement	8	Open and closed
12	HR competencies : Success of your HR career in industry	8	Open and closed
13	Skill sets of HR students	3	Closed
14	HR Professional Association	8	Open and closed
15	HR Research Paper publication, Research Projects	4	Open
16	HR programs in b-schools	10	Open and closed
17	Impact of HR education on your career	10	Closed
18	Missing links in HR education today	3	Open
19	Future of HR course in terms of KSA	2	Open
20	Approach towards HR specialization in 2nd year	1	Closed
21	Basis of specialization in 2nd year	1	Closed

22	Credits equal for all HR subjects	1	Closed
23	Better preparation of HR students	5	Open
24	Weightage to be given for Internal assignment for HR papers	1	Closed
25	General scheme for Internal Assessment	1	Closed
26	CGPA system	1	Closed
27	Structure of University Question papers in HR subjects	1	Closed
28	Focus towards projects	1	Closed
29	Starting of the Pre placement training	1	Closed
30	HR skills required by HR Practitioners in 5 years	1	Open
31	Business skills required by HR Practitioners in 5 years	1	Open
32	Any other comment.	1	Open

3.10.2 : Interview schedule for the HR Academician Structure

The tool for HR Academicians consisted of 36 areas. Each area has the range of a minimum of 1 question / statement to a maximum of 10 questions. Each question / statement (in every major area) has space to respond (open ended) or had choice of answers (closed ended).

Administration

The researcher introduces himself to an HR Academician (in any given institution). The researcher further informs about self, the research work and purpose of visit. The informed consent is obtained, as the second step. Further, personal interviews were done, by using the tool; and this interview was conducted at the Academician's time of convenience. Each discussion lasts for more than hour and a half to two hours.

Psychometric properties of the Tool

An increase in the Cronbach's alpha is observed, as the inter-correlations among the test items increase. It is known and understood as an internal consistency estimate of reliability of test scores. As inter-correlations within the test items are maximized, and when all items measure the same issue, Cronbach's alpha indirectly indicates the degree, to which a set of items measure a single uni-dimensional latent construct. The Cronbach's alpha for the HR Academician's questionnaire is 0.762.

Face validity and Content validity have been established during the development and testing of the tool for HR Academician. Face validity was established, by asking the participants whether they thought that a test was well constructed, useful and that required a personal judgment. The participants agreed that the tool appeared to measure the content of HR Education with respect to themselves, i.e., an HR Academician.

Content validity was established first by asking the participants whether they thought that individual questions / statements of the sub areas of the tool were relevant to the main theme of the tool (with respect to them-

selves, i.e., an HR Academician). Secondly, the participants were asked whether the questions measured for what they were designed to do so, which thereby lead to a state of neutrality, i.e. no bias was felt anywhere. The tool has been appended in the last section of the thesis. Description of the various areas of the tool are as listed in table no. 3.5.

Table No. 3.5 : Components in the tool for HR Academician

SI No	Area / Content	No. of questions / statements	Type of responses
1	Socio-demographic data	9	Open and closed
2	Category of Stakeholder	1	Closed
3	Present work related data	4	Open
4	Details of Self : Vis-a-vis position and function	6	Open
5	Role of HR Academician	5	Open and closed
6	HR Knowledge, Skills and Competencies: Success of your HR faculty and HR students	6	Open and closed
7	Seeking HR and Business competencies : Hire of Fresh Faculty / Promoting of existing HR Faculty	5	Open
8	HR Professional Association Membership	6	Open and closed
9	Pre Placement Training and Placement	7	Open and closed
10	Status of HR Student Dissertation / Projects	2	Closed
11	College Accreditation status	4	Closed
12	Major strengths and Opportunities of HR program in your department	1	Open
13	Major threats and limitations of HR program in your department	1	Open
14	Impact of HR Education on your career	10	Closed
15	Your Alumni - Alma Matter / Your college association	5	Closed
16	Changes in Practice of HR : Adaptation to such changes in b-schools	3	Open
17	HR programs in b-schools	10	Open and closed
18	HR subjects redundancy	4	Open
19	Skill sets of HR students	3	Closed
20	Scope of work in industry for HR graduates	1	Open
21	HR Research Paper publication, Research projects, Doctoral guidance	8	Open
22	Missing links in HR education today	3	Open
23	Future, specify HR K, S and C	2	Open

24	Approach towards HR specialization	1	Closed
25	Basis for specialization	1	Closed
26	How to better prepare students in HR education	5	Open
27	Weightage to Internal Assignment of HR subjects	1	Closed
28	General Scheme for Internal assessment	1	Closed
29	CGPA system	1	Closed
30	University Question Paper in HR subjects	1	Closed
31	Focus of project work	1	Closed
32	Start of Pre Placement Training	1	Closed
33	HR Academicians required areas of KSA	1	Open
34	HR Practitioners required areas of S and C	1	Open
35	Business skills and competency of HR Practitioners	1	Open
36	General comments (if any)	1	Open

3.10.3 : Interview schedule for the HR Practitioner Structure

The tool for HR Practitioner consisted of 32 areas. Each area has the range of a minimum of 1 question / statement to a maximum of 10 questions. Each question / statement (in every major area) has space to respond (open ended) or had choice of answers (closed ended).

Administration

The researcher introduces himself to a HR Practitioner (in any given company). The researcher further informs about self, the research work and purpose of visit. The informed consent is obtained, as the second step. Further, personal interviews were done, by using the tool; and this interview was conducted at the Academician's time of convenience. Each discussion lasts for more than hour and a half to two hours.

Psychometric properties of the Tool

An increase in the Cronbach's alpha is observed, as the inter-correlations among the test items increase. It is known and understood as an internal consistency estimate of reliability of test scores. As inter-correlations within the test items are maximized, and when all items measure the same issue, Cronbach's alpha indirectly indicates the degree, to which a set of items measure a single uni-dimensional latent construct. The Cronbach's alpha for the HR Practitioner's questionnaire is 0.729.

Face validity and Content validity have been established during the development and testing of the tool for HR Academician. Face validity was established, by asking the participants whether they thought that a test was well constructed, useful and that required a personal judgment. The participants agreed that the tool appeared to measure the content of HR Education with respect to themselves, i.e., an HR Practitioner.

Content validity was established first by asking the participants whether they thought that individual questions / statements of the sub areas of the tool were relevant to the main theme of the tool (with respect to themselves, i.e., an HR Practitioner). Secondly, the participants were asked whether the questions measured for what they were designed to do so, which thereby lead to a state of neutrality, i.e. no bias was felt anywhere.

The tool has been appended in the last section of the thesis. Description of the various areas of the tool are as listed in table no. 3.6

Table No. 3.6 : Components in the tool for HR Practitioners

SI No	Area / Content	No. of questions / statements	Type of responses
1	Socio-demographic	8	Open and closed
2	Category of HR Practitioners	1	Closed
3	Present Work profile	2	Open
4	Details about self : vis-a-vis about their role and functions	6	Open and closed
5	HR competencies : success of your HR Practitioner staff and colleagues	7	Open and closed
6	Seeking HR and Business competencies : Hire of Fresh HR graduates / promote existing HR staff	5	Open
7	Autonomy and Authority amongst HR Practitioners	2	Closed
8	Outsourcing in HR	5	Open and closed
9	List of Professional association membership	5	Open and closed
10	Continuing the Academic Touch	4	Open and closed
11	Alumni - Alma matter / College Association	5	Closed
12	HR programs in b-schools	6	Open and closed
13	Changes in practice of HR : Adaptation to such changes in b-schools	5	Open
14	Impact of HR Education on Professional growth and development	10	Closed
15	Status of student dissertation and projects	2	Closed
16	Skill sets of HR students	3	Closed
17	Missing links in HR education today	3	Open
18	Future of HR course in terms of K, S and A	2	Open
19	Approach towards HR specialization in 2nd year	1	Closed
20	Basis of specialization in 2nd year	1	Closed
21	Better prepare of HR students	5	Open
22	Weightage to be given for Internal assignment for HR papers	1	Closed
23	General scheme for Internal Assessment	1	Closed
24	CGPA system	1	Closed

25	Structure of University Question papers in HR subjects	1	Closed
26	Focus towards projects	1	Closed
27	Starting of the Pre placement training	1	Closed
28	Areas of KSC required by HR Academicians in the next 5 years	1	Open
29	Future of HR in academics during the next 5 years	1	Open
30	HR skills and competency required by HR Practitioners in the next decade	1	Open
31	Business skills and competency required by HR Practitioners in the next decade	1	Open
32	Any other comment.	1	Open

3.11 : Procedure of the data collection

The research design adopted for this study is Descriptive - Explanatory. The entire work was done in two phases, i.e., pilot study and main study.

3.11.1 : Pilot study

This pilot study was conducted over a period of 4 months, with a total of 23 respondents (10 HR students, 8 HR Academicians and 5 HR Practitioners). This study was done in order to find out the feasibility in getting the number of samples, to determine the time taken for data collection and other such issues. The Cronbach's alpha for all the three tools were measured

Face validity was established, by asking the participants whether they thought that a test was well constructed, useful and that required a personal judgment. The participants agreed that the tool appeared to measure the content of HR Education with respect to themselves, i.e., whether they were a HR student, HR Academician or a HR Practitioner.

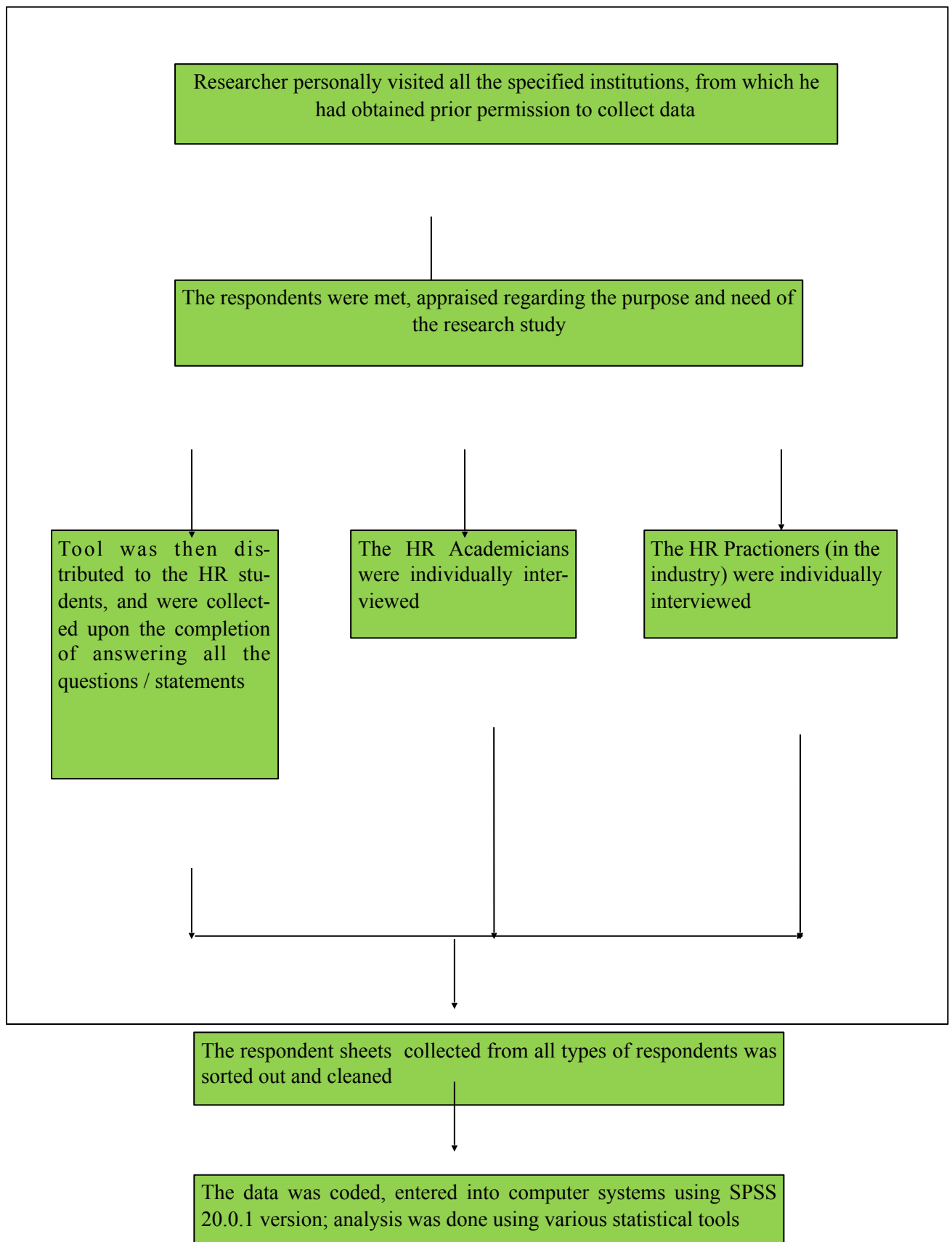
Content validity was established, firstly by asking the participants whether they thought that individual questions / statements of the sub areas of the tool were relevant to the main theme of the tool (with respect to themselves, i.e., whether they were a HR student, HR Academician or a HR Practitioner). Secondly, the participants were asked whether the questions measured for what they were designed to do so, which thereby lead to a state of neutrality, i.e. no bias was felt anywhere.

3.11.2 : Main study

The steps that were followed to complete the main study are as follows:

1. The researcher personally visited all the specified institutions, from which he had obtained prior permission to collect data.
2. The respondents, as in the HR students and HR Academicians, in such organizations were met, appraised regarding the purpose and need of the research study.
3. The tool was then distributed to the HR students, and were collected upon the completion of answering all the questions / statements.
4. The HR Academicians were individually interviewed.
5. The HR Practitioners (in the industry) were approached and appraised about the importance and rationale of the research work being done; and upon obtaining their time of day and time of convenience, the interviews were conducted.
6. The main study took about fourteen months to complete. The flow chart no. 3.1 depicts the flow of research work.

Flow chart No. 3.1 : Flow of the Research Work



3.12 : Analysis of Results

The respondent sheets collected from all types of respondents was sorted out and cleaned. The data was coded, entered into computer system using SPSS 20.0.1 version (IBM, 2014). The data was analyzed using statistical tools like - frequencies and percentages, Chi-square and Contingency Coefficient analysis. The details are as under :

3.12.1 : Descriptive statistics

Descriptive statistics like Frequency, Percentage, Mean and Standard Deviation, were employed for analyzing variables employed in the present study that gave the summaries about the sample and measures. This helped the researcher to understand few variables in general, amongst various types of stakeholders.

3.12.2 : Chi-square

The Chi-Square test procedure helps in making predictions about the larger population from which the sample is drawn by tabulating variables into categories. Thus compares the observed and expected frequencies in each category to test whether all categories contain the same proportion of values or that each category contains a user-specified proportion of values. In the present study chi-square test was applied to find out the significance of difference between various groups of frequencies of selected variables, amongst various types of stakeholders.

3.12.3 : Contingency Co-efficient analysis or Cross Tabulation

Contingency table analysis or cross tabulation procedure was applied to find out the association between two sets of variables employed in the present study amongst various stakeholders. A contingency table or cross tabulation is a type of table in matrix format. The crosstab demonstrates the frequency distribution of variables thereby provides the picture of the interrelation between two variables and helps to find out the interactions between variables, amongst various types of stakeholders.

3.13 : Sample Description of the Actual samples

The total number of actual samples selected for the main study across the three stakeholders are as given in table no. 3.7

Table No. 3.7 : Total samples selected for the study

SI No	Stakeholder	Number of samples selected
1	HR Student	238
2	HR Academician	39
3	HR Practitioner	33

3.13.1 : HR Students

Stratified random sampling was adopted to select the respondents. A total of 238 HR students studying in 20 Department's of Management Studies / b-schools located in various Universities and Autonomous Institutions formed the actual HR students sample group.

Table No. 3.8 : Name of the University / Institution and the place of its existence

SI No	Name of the University / Institution	Place of operation	Nature
1	Acharya School of Management	Bengaluru	Autonomous Institution
2	Bangalore University	Bengaluru	State University

3	Central University of Karnataka	Kalburgi	Central University
4	Christ University	Bengaluru	Deemed University
5	Davangere University	Davangere	State University
6	Gulbarga University	Kalburgi	State University
7	Jain University	Bengaluru	Deemed University
8	Karnatak University	Dharwad	State University
9	Karnataka State Women's University	Vijayapura	State University
10	Kuvempu University	Shankaraghatta, Shivmogga	State University
11	Mangalore University	Mangaluru	State University
12	Manipal University	Manipal	Deemed University
13	Mount Carmel Institute of Management Science	Bengaluru	Autonomous Institution
14	MS Ramaiah Institute of Management Science	Bengaluru	Autonomous Institution
15	National Institute of Technology Kar- nataka	Suratkal	NIT
16	St Joseph's College of Business Adminis- tration	Bengaluru	Autonomous Institution
17	Tumkur University	Tumkuru	State University
18	University of Mysore	Mysore	State University
19	Vijayanagara Sri Krishnadevaraya Uni- versity	Ballari	State University
20	Visveswaraiah Technological University	Belgavi	Technical University

The socio-demographic and other descriptive details of the selected / actual HR students samples are given in Table no. 3.9

Table No. 3.9 : Demographic data of the selected HR students sample

SI No	Parameter	Frequency	Percent
	Overall	238	100 %
Age groups	22-26	210	88.2 %
	27-31	26	10.9 %
	32+	2	0.8 %
Gender	Male	90	37.8 %

	Female	148	62.2 %
Educational Background	Traditional (BA, BSc)	38	16.0 %
	Managerial (BBM, BBA, BCom)	177	74.4 %
	Technical (BE, BTech, BCA)	23	9.7 %
Type of University	State run Universities	139	58.4 %
	Central University	7	2.9 %
	Deemed Universities	45	18.9 %
	Autonomous Organizations	32	13.4 %
	NIT	15	6.3 %
Residence	Urban (metro)	106	44.5 %
	Semi Urban	37	15.5 %
	Rural (non-metro)	95	39.9 %

3.13.2 : HR Academicians

Stratified random sampling was adopted to select the respondents. The total number of actual samples consisted of 39 Academicians, presently working in 21 Departments of Management Studies / b-schools located in Universities and Autonomous Institutions. HR Academicians consisted of those employees presently working at designations like Lecturer, Asst Professor, Associate Professor, Professor, Professor and HoD in any Department of Management studies / B-school. The details of the selected HR Academician samples from select Institutions are given in table no. 3.10

Table No. 3.10 : Name of the University / Institution and the place of its existence

SI No	Name of the University / Institution	Place of operation	Nature
1	Acharya School of Management	Bengaluru	Autonomous Institution
2	Bangalore University	Bengaluru	State University
3	Central University of Karnataka	Kalburgi	Central University
4	Christ University	Bengaluru	Deemed University
5	Davangere University	Davangere	State University

6	Gulbarga University	Kalburgi	State University
7	Jain University	Bengaluru	Deemed University
8	Karnataka State Women's University	Vijayapura	State University
9	Kuvempu University	Shankaraghatta, Shivmogga	State University
10	Mangalore University	Mangaluru	State University
11	Manipal University	Manipal	Deemed University
12	Mount Carmel Institute of Management Science	Bengaluru	Autonomous Institution
13	MS Ramaiah Institute of Management Science	Bengaluru	Autonomous Institution
14	National Institute of Technology Kar- nataka	Suratkal	NIT
15	St Joseph's College of Business Admin- istration	Bengaluru	Autonomous Institution
16	Symbiosis Institute of Management Studies	Bengaluru	Autonomous Institution
17	Tumkur University	Tumkuru	State University
18	University of Mysore	Mysore	State University
19	Vijayanagara Sri Krishnadevaraya University	Bellary	State University
20	Visveswaraiiah Technological Universi- ty	Belgavi	Technical University
21	Xavier's Institute of Management Ex- cellence	Bengaluru	Autonomous Institution

Table No. 3.11: Demographic data of the selected HR Academicians samples

SI No	Parameter	Frequency	Percent
	Overall	39	100
Age groups	23 to 27	4	10.25 %
	28 to 32	6	15.38 %
	33 to 37	10	25.64 %
	38 to 42	6	15.38 %
	43 to 47	7	17.94 %
	48 to 53	6	15.38 %
Gender	Male	22	56.41 %
	Female	17	43.58 %
Educational Background	MBA	12	30.76 %
	MBA, NET	8	20.51 %
	MBA, MPhil	6	15.38 %
	MBA, PhD	1	2.56 %
	MBA, NET, PhD	4	10.25 %
	MBA, MPhil, NET, PhD	8	20.51 %
Type of University	Deemed University	5	12.8 %
	Autonomous b-schools	11	28.2 %
	State Public University	17	43.6 %
	Central University	1	2.6 %
	NIT	1	2.6 %
	Technical University	4	10.3 %
Residence	Urban (metro)	30	76.9 %
	Semi Urban	1	2.6 %
	Rural (non-metro)	8	20.5 %

3.13.3 : HR Practitioners

Stratified random sampling procedure was adopted select the respondents. The HR Practitioners consisted of 33 employees from 28 industries, including 4 HR Practitioners working in Professional HR Associations. HR Practitioners, consisted of those employees presently working at designations like HR Officer / Asst Manager HR, Deputy HR Manager / HR Manager / HR Consultant, Senior HR Manager / Senior HR Consultants, Associate Director HR / Director HR, working in various types of industries / companies and also Executive Committee members like Chairman / EC member / Associate members, working for Professional HR Associations.

Data collection amongst the HR Practitioners :

1. Working in Industries / organizations : The data collection pertaining to the HR Practitioners was different in comparison to HR Students and HR Academicians. Many of the HR Practitioners were subjected to cold calls, i.e., this researcher obtained the contact numbers of the HR Practitioners (from various industries / organizations), called them telephonically, introduced himself and explained the rationale for conducting the research work. Many of the HR Practitioners were busy and could not / did not take up the interview. Those who permitted (to be interviewed) were sought their specific place, date and time of convenience and the interviews were conducted.
2. Working in HR Professional Associations : HR professional Associations like NIPM, ISTD, SHRM and MTHR, were contacted and discussed with. NIPM, MTHR, ISTD and SHRM professional members gave their consent and time to be interviewed. The table no. 3.12 gives the details of the organizations, from where the HR Practitioners working in such companies were selected for this research study.

Table No. 3.12 : Name of the Company / Organization of HR Practitioners

Sl No	Name of the Company / Organization	Nature of Work / Type of company
1	Great Place to Work Institute	Consultancy
2	ACE Micromatic	Manufacturing
3	ACE Designers	Manufacturing
4	JIT software	Information Technology
5	L andT	Information Technology
6	UB Group	Conglomerate
7	Shopper's stop	Retail
8	IBM	Information Technology
9	ING Vysya	Banking and Insurance
10	ACE Manufacturing systems	Manufacturing
11	JSW steel	Manufacturing

12	Allergis Corp	IT enabled Services
13	Arvind Ltd	Manufacturing
14	Target India Ltd	Information Technology
15	Unitech India	Information Technology
16	Equifax India Ltd	IT enabled Services
17	MyStudio	Consultancy
18	SE Tech Ltd	Information Technology
19	Federal Moghal	Manufacturing
20	Fouress Engineering	Manufacturing
21	Makino	Manufacturing
22	Mylan Labs	Pharmaceutical
23	Mahindra Aerospace	Aerospace
24	Gold Finch Hotels / Resorts	Hospitality / Service
25	Eisenk Ltd	IT enabled Services
26	Toyota Kirloskar Motors	Manufacturing
27	Advik Pvt Ltd	Manufacturing
28	Syngene India	Pharmaceuticals

Table No. 3.13 : Name of the HR Associations of HR Practitioners

Sl No	Name of the Association	Nature of Work /
1	National Institute of Personnel Management	HR Professional Association
2	More Than Human Resources	HR Professional Association
3	Indian Society for Training and Development	HR Professional Association
4	Society for Human Resources Management	HR Professional Association

The socio-demographic and other descriptive details of the selected HR Practitioner samples are as given in the table no. 3.14

Table No. 3.14 : Demographic data of the selected HR Practitioners

SI No	Parameter	Frequency	Percent
	Overall	33	100 %
Age groups	28-32	8	24.24 %
	33-37	5	15.15 %
	38-42	11	33.33 %
	43-47	4	12.12 %
	48-52	2	6.06 %
	53+	3	9.09 %
Gender	Male	22	66.67 %
	Female	11	33.33 %
Educational Background	MBA	18	54.55 %
	PGDM	4	12.12 %
	MBA, PhD	1	3.03 %
	MSW	9	27.27 %
	MSW, PhD	1	3.03 %
Designation	HR Executive	1	3.03 %
	HR Officer / Asst Manager HR	6	18.18 %
	Deputy HR Manager / HR Manager / HR Consultant	12	36.36 %
	Senior Manager HR / Senior HR Consultant	8	24.24 %
	Assoc Director HR / Director HR	2	6.06 %
	Chairman / EC member / Associate Member	4	12.12 %
Type of Industry	Manufacturing	11	33.33 %
	IT	5	15.15 %
	ITeS	4	12.12 %
	BFSI	1	3.03 %
	Retail	1	3.03 %
	Hospitality / Beverages and related	2	6.06 %
	Consultancy	2	6.06 %
	Pharmaceuticals	2	6.06 %

	Aerospace	1	3.03 %
	HR Professional Association	4	12.12 %

3.14 : Hypothesis and Statistical methods used to analyze the data

Hypothesis were formulated for the present study. To analyze these hypothesis, the following statistical methods have been used, and are as follows.

Table No. 3.15 : Hypothesis and Statistical methods used

SI No	Hypothesis	Statistical methods used to analyze the data
1	HR-S1	Chi Square, Contingency Co-efficient analysis and mean values
2	HR-S2	- do -
3	HR-S3	- do -
4	HR-A1	- do -
5	HR-A2	- do -
6	HR-P1	- do -
7	HR-P2	- do -
8	HR-P3	- do -

(HR-S = Student; HR-A = Academician; HR-P = Practitioner)

3.15 : Limitations

1. The HR students, many a time, did not come around to display a good grasp of the issue, being discussed. This may have been, because of ignorance, unable to understand, lack of exposure and other nuances, which would have affected their responses.
2. Higher education, especially management based education possess a wider perspective. It envelopes management based education, at the undergraduate, the postgraduate and Doctoral level and in various functional areas of management.
3. The various University based management departments / Autonomous b-schools / affiliated management departments in colleges coming under various managements, do differ in thoughts, perceptions and behaviors. Thus the quality systems developed, infrastructure available, the etiquettes displayed, varies from one to another.
4. The Academicians, at times had difficulty in being able to express their perceptions and views.
5. The Practitioners, at times do not have enough time in being able to sit down and discuss in depth. The prolonged waiting time in the companies and firms was observed.
6. A comprehensive, reliable and valid database covering all the management based higher education across cities, regions and State, was at times felt.

3.16 : Ethical considerations

1. An informed consent was compulsorily read out and shown to the respondent all types of stakeholders and further the consent was obtained pertaining to the data collected from all the respondents.

2. The data collected, from all the types of respondents, are kept confidential and is used only for Doctoral research work, publication and for paper presentations in conferences.

3.17 : Scope of the study

The study is to understand the status of HR Education (in b-schools), based on its existing methodology of program delivery, subjects being taught, assessment and evaluation, internship and project work, pre placement training and campus placement, alumni networking, future of HR education, from the HR Students, HR Academicians and HR Practitioners perspectives.

3.18 : Summary

The chapter on the methodology, gives us the broad picture as well as the fine aspects of the study that was conducted here. Further, this chapter forms the basis, thus providing suitable leads, for the chapter on Analysis of Results, which is dealt from all the three stakeholder's perspectives. Higher education, especially in this case, it is HR based management education, comprises of the base on which the methodology of national growth and development centers itself. Indeed, drive by the need for obtaining increased reach to management education, we find that there has been a big jump, in numbers and that too in a short span of time. Thus leading us to face the erosion in the quality of HR based management education being provided and cared for. The Academician's performance may come across to be average or below average performance, may be one of many reasons for this poor picture amidst us, but, should not be dismissed as insignificant. Thus, it is important now to focus on HR management education, so that the efficaciousness of the HR Academician is to be exalted. This might enable the Academicians to fulfill their obligations to the community. Rightly so, the guardians of HR based higher management education are to be enlightened, empowered, thus helping us to lead our communities to a better quality of life.

The Practitioners of the HR profession are important in their own way, as in they contribute to the cutting edge of the concepts, methods and techniques of the subject being applied in their respective organizations and as we are all aware, each organization is different in its own way. Hence, the application of the concepts, to the field gives back a rich and value laden feedback, which has to be understood as is, by the HR Academician and HR student, so that it helps in developing a proper and systematic mindset towards the profession and to the discipline in the longer run.
