

Measuring The Effectiveness Of Green Hr Practices To Improve The Efficiency Of Faculty Members In Higher Educational Institutions

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Abstract

The term Green human resources practices refer to promotion of sustainable employee practices with the help of interface of every employee in the Educational Institutions Green HR Practices deals with the HR activities to improve the efficiency of faculty members in higher educational institutions, which are environment friendly and promote the sustainable use of resources in the educational institutions. It results into decreased costs, high efficiency, and better management of faculty members. The accountability for institutional efficiency and effectiveness seems to rest primarily within the institutions governed. The contribution of this article lies in drawing together the extant literature in this area, mapping the terrain in this field, and in proposing a new process model and research in Green HRM practices to improve the efficiency of faculty members in higher educational institutions.

In this research paper, the researcher has attempted to measure the effectiveness of green HR practices to improve the efficiency of faculty members in higher educational institutions concerning in Trivandrum. Permitting the faculty members to undergone Massive Online Open Courses (MOOCs) are evolving them to enrich their teaching, learning and research initiatives, and many kinds of research have been conducted to explore the structure, effectiveness and issues arising while undergone MOOCs. The free accessibility of MOOCs has believed in soon replace the traditional teaching and learning method. Still the institutions are under process for providing facilities to the faculty members like online leave application, tracking of leave request, salary slip, tax calculators and facilitating them to make digital campus.

This study is the nature of descriptive research design. It describes the characteristics of the variables studied in this research. It measure the effectiveness of green HR practices to improve the efficiency of faculty members in higher educational institutions concerning in Trivandrum. Both primary and secondary data used in this study. Primary data was collected from the well-structures questionnaire and secondary data collected from the already

published sources. The researcher has collected 300 responses from the respondents. Convenient sampling used to collect the response from the respondents.

Training and development were determined by the opportunity to participate long term MOOC to improve the intellectual skills (TD1) by 0.417, training and development were determined by short term MOOC to improve the intellectual skills (TD2) by 0.207, Faculty empowerment was influenced by academic flexibilities (FE1) by 0.580.

Keywords: Green HR, Intellectual skills, academic flexibilities

1. INTRODUCTION

Green HRM is an emerging field of research in the organisational studies after 1990s. Due to that, this paper has its focus on exploring green HRM practices from the light of existing theoretical and empirical research works done by the scholars in this field. HRM practices are the actual human resource programs, processes and techniques that actually get implemented in the organisation or business unit (Gerhart et al, 2000; Huselid and Becker, 2000). Similarly, green HRM practices are the actual green HRM programs, processes and techniques that actually get implemented in the organisations in order to reduce negative environmental impacts or enhance positive environmental impacts of the organisations. The ultimate aim of green HRM practices is to improve the organisation's sustainable environmental performance. According to Meily Margaretha and Susanti Saragih (2013), the practice of green HR includes , recruitment, compensation and selection, performance management, training and development, employee involvement and participation. The benefits of GHRM are: Reduced Utility Costs, Decreased Environmental Impact, Improved Public Image, Rebates and Tax Benefits, and Increased Business Opportunities.

Universities need sustainable, adequate public funding to be able to invest in the capacities and capabilities (for example, human resources and tools) required to achieve economy, efficiency, effectiveness, quality and value for money, that all three elements: economy, efficiency and effectiveness, are equally important in the higher education context. economy (reducing input costs), efficiency (getting more output for the same or less input) and effectiveness (getting better at achieving objectives). effectiveness is closely linked to the quality of research, teaching, learning and other outcomes as well as their supporting processes. Quality Assurance (QA) processes (including external and internal QA mechanisms, and other complementary tools like benchmarking, excellence initiatives, key

performance indicators and rankings) play an important role in enhancing quality of faculty members in educational institutions.

Faculty members are highly tightened with their teaching and research activities. Based on the interest of the faculty members and requirement to the institutions, they may permit the faculty members to go for MOOC with a considerable duration.

The development and availability of massive open online courses (MOOCs) have accompanied by the controversy about audience's educational and social merit (Haggard et al., 2013; Nanfity, 2013; Yuan and Powell, 2013). Regardless of the outcome of experiments with MOOCs, the investment of time, effort and financial capital in MOOCs have produced open-source application which permits individual institutions to create and offer open access online courses and notified a demand for such courses. Besides, individual contents of MOOCs, like videos (for e.g. Harvard University, 2009) and, in some other cases, entire MOOCs are available to be used as open learning resources. Thus, open online courses now present a real opportunity to increase the reach of knowledge and information resources. Measurement of how well they can do this is, on the other hand, not yet well developed.

A little is known about why MOOCs are not completed. More than 70 per cent of the students who disengaged from a Stanford MOOC reported that they either found the course too complicated or they did not allocate enough time to it (Halawa, 2014). Indeed, a high number of registrants who do not start a course might be an indication of poor representation of the course rather than an indication of widespread interest in the course. Some registrants are looking for information that is not available without registration, and this was particularly the case with early MOOCs (Edinburgh University MOOC Teams, 2013; Grimmelmann, 2014).

Laurillard (2013) suggested that MOOC providers look to the completion rates attained by the UKOU – 70-80 per cent when the Open University was first launched in the mid-1990s – but some differences should be expected given the difference between free open online courses and paid UKOU online courses.

2.Statement of the problem

The need to have a sustainable environment is a collective responsibility of all faculty members in any educational institutions, since human resource function has the overall responsibility of recruitment and employee welfare, there is a need to educate and advocate for green environment in the higher educational institutions. Employees must therefore be

equipped with the necessary knowledge as to how to maintain and sustain conducive environment free from pollution and disposal. Educational Institutions are faced with a problem of waste management, energy use and conservation, water use and management, chemicals, toxic wastes, hospital wastes and radioactive waste management, air and noise pollution, and other critical environmental concerns which negatively affects environmental sustainability. Hence, the present study has made an earnest attempt to evaluate the green HR practices among educational institutions of Trivandrum.

Scope of the study :

The study focused the important as it provides insight into the various GHRM practices needed for educational environmental sustainability in higher educational institutions. The study also will add to the body of knowledge on GHRM practices and environmental sustainability, hopefully it fill up the knowledge gap with an overall aim of improve environmental sustainability and thus education institutions performance.

3. Objectives of the study

The following are the major objectives of this study

- To evaluate the recruitment and selection process, procedures and practices in the selected Higher educational institutions
- To analyse the employee training and development programmes and its impact in the selected Higher educational intuitions
- To study the green performance management and organizational culture in selected Higher Educational institutions.
- To offer suggestions based on the findings for effective managerial implications

4. Research design

This study is the nature of descriptive research design. It describes the characteristics of the variables studied. It measures the impact of HR practices to improve the performance of higher educational institutions. Both primary and secondary data used in this study. Primary data was collected from the well-structures questionnaire and secondary data collected from the already published sources. The researcher has collected 450 responses from the respondents. Convenient sampling used to collect the response from the respondents. The required sample size for this study has estimated through sample standard deviation from the pilot study. Reliability of the instrument is 0.945, i.e., 94.5% of the ability

to collect proper information from the respondents.

5. Analysis and discussion

Among the respondents, 59 per cent of faculty members are male, and remaining 41 per cent of faculty members are female.

42 per cent of the faculty members are in the age group of 25-30 years, followed by 36 per cent of the faculty members are belong to age group of 31-35 years, 14 per cent of faculty members are 36-40 years and 8 per cent of the respondents fall under the age group of 41 and above.

54 per cent of the faculty members are having up to 5 years of teaching experience, followed by 32 per cent of faculty members are having 6-15 years of teaching experience and remaining 14 per cent of faculty members have 16-25 years of teaching experiences.

Majority of 49 per cent of the faculty members are having 6 to 10 years of teaching experience, followed by 26 per cent of faculty members are having 1 to 5 years of teaching experience, 14 per cent of faculty members do not have any experience in teaching, 10 per cent of faculty members are having 16 to 20 years of teaching experience, and remaining 1 per cent of faculty members have more than 20 years of teaching experiences.

Majority of 87 per cent of the faculty members are assistant professors, followed by 9 per cent of the faculty members are associate professors, and remaining 5 per cent of the faculty members are professors.

24 per cent of the faculty members are working in Computer Science Engineering department, followed by 22 per cent of the faculty members are working in mechanical engineering department, 17 per cent of the faculty members are working in civil engineering department, 13 per cent of the faculty members are working in science and humanities department, 11 per cent of the faculty members are working in electrical and electronics engineering department, 9 per cent of the faculty members are working in electronics and communication engineering department, 2 per cent of the faculty members are working in information technology department and remaining 2 per cent of the respondents are working in training and placement and they are designated as assistant professors.

79 per cent of faculty members have completed M.E./ M.Tech/M.S. in engineering branches, followed by 9 per cent of faculty members have completed their doctorate in

respective discipline, 9 per cent of the faculty members in science and humanities department have completed their M.Phil, 3 per cent of faculty members have completed M.Sc and working in Science and humanities department and rest of 1.4 per cent of faculty members have completed MCA and they are working in training and placement department.

88 per cent of the faculty members have monthly income of Rs.15,001 to Rs 30,000, followed by 6 per cent of the faculty members earn a monthly income of Rs.45,001 to 60,000, 4 per cent of the faculty members earn a monthly income less than Rs.15,000 and 2 per cent of the faculty members earn monthly income Rs.30,001- Rs. 45,000.

79 per cent of the faculty members are married, followed by 21\ per cent of the faculty members are unmarried teaching staffs. It is inferred from the table, most of 79 per cent of faculty members are married. Married people are interested in joining teaching for better work-life balance.

45 per cent of the faculty members not having any publications in journals, followed by 41 per cent of the faculty members have one to five publications in journals, 6 per cent of the faculty members have six to ten publications in journals, 5 per cent of the faculty members have more than twenty publications in journals and remaining 3 per cent of the teaching staff has eleven to fifteen publications in journals

Majority of 94 per cent of the faculty members don't file any patents, followed by 5 per cent of faculty members have filled one to five patents and remaining 1 per cent of the faculty members have filed six to ten patents.

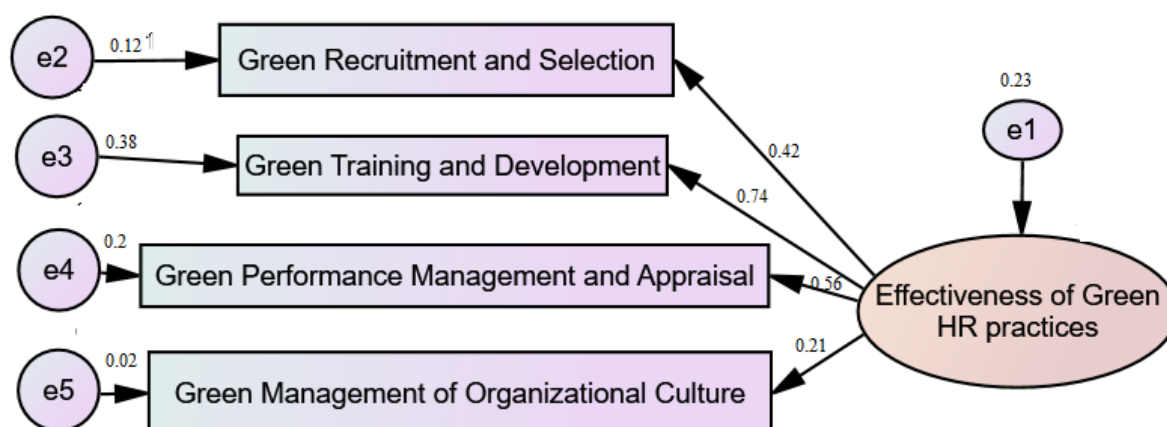
Majority of 50 per cent of the faculty members have organised one to five workshop in their specific domain and some general topics. 45 per cent of the faculty members has not organised any workshops. 3 per cent of the faculty members have completed six to ten workshops, and the remaining 2 per cent of the faculty members have organised more than twenty workshops.

Majority of 89 per cent of the faculty members have not received any consultancy projects, and remaining 11 per cent of the faculty members have received one to five consultancy projects. This segment of teachings staffs has lesser experience in teaching and research.

Majority of 45 per cent of the faculty members are agreed that the institution permitted to for short duration MOOC. 29 per cent of the faculty members is agreed that the institution permitted to go for faculty development programs in the reputed institutions and remaining 26 per cent of the faculty members are agreed that institutions are permitting to go

for long-duration MOOC preferably two weeks to eight weeks.

5.1 AMOS exhibits to Evaluation of Green HR practices among higher educational institutions



Path analysis shows that the Evaluation of Green HR practices among higher educational institutions. Effectiveness of green human resources policy was determined prominently by green training and development initiatives taken by the higher educational institutions. Green training and development was serving as a mediating factor to measure the effectiveness of green human resources policies. Followed by green performance management and appraisal have a impact to determine the effectiveness of green HR practices. Green recruitment and selection was influenced effectiveness of green HR practices and green management of organisational culture was the least significant factors to influence the effectiveness of green HR practices.

5.1.1 Regression estimates

Regression estimates			Estimate
Green recruitment and selection	<--- Effectiveness of Green HR Practices		.42
Green training and development	<--- Effectiveness of Green HR		.74

Regression estimates	Estimate
Practices	
Green performance management and effectiveness <--- Effectiveness of Green HR Practices	.56
Green management of organizational culture <--- Effectiveness of Green HR Practices	.21

It is inferred from the above table, Evaluation of Green HR practices among higher educational institutions. Effectiveness of green human resources policy was determined prominently by green training and development initiatives taken by the higher educational institutions by 0.74. Green training and development was serving as a mediating factor to measure the effectiveness of green human resources policies. Followed by green performance management and appraisal have a impact of 0.56 to determine the effectiveness of green HR practices. Green recruitment and selection was influenced effectiveness of green HR practices by 0.42 and green management of organisational culture was the least significant factors to influence the effectiveness of green HR practices.

5.1.2 Model Fit Summary

5.1.2.1 CMIN

Model	NPAR	CMIN	DF	P
Default model	258	24156.22	2368	.01
Saturated model	2524	.00	0	.00
Independence model	75	45235.11	3568	.01

CMIN is the several distinct parameters (q) being estimated. Two parameters (two regression weights, say) that are required to be equal to each other count as a single parameter, not two. CMIN is the minimum value, $\hat{C}$, of the discrepancy, C . is a "p value" for testing the hypothesis that the model fits perfectly in the population. P value which exhibits the value is less than 0.05. Hence, the model fits perfectly in the population.

5.1.2.2 Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.81	.79	.91	.79	.92

NFI, Models with overall fit indices of less than .8 can usually be improved substantially. These indices, and the general hierarchical comparisons described previously, are best understood. (Bentler & Bonett, 1980, p. 600).

The is obtained from the by substituting F_d for F . values close to 1 indicate a very good fit. values close to 1 indicate a very good fit. The typical range for lies between zero and one, but it is not limited to that range. values close to 1 indicate a very good fit. The is identical to the McDonald and Marsh (1990) relative non centrality index (χ^2/df), except that the is truncated to fall in the range from 0 to 1. values close to 1 indicate a very good fit. NFI value is less than .81, which implies that this model improved substantially good model. RFI the rho1 value is 0.79. Hence it is inferred that it is a good fit. IFI the value of delta2 is 0.92. Hence it is inferred that very good fit. TLI the rho2 value is 0.79 is close the high range. This infers that very good fit. CFI also closes the value of 1. This indicates the very best fit for the model.

5.1.2.3 RMSEA

Model	RMSEA	LO 90	HI 90	P CLOSE
Default model	.01	.01	.04	.01
Independence model	.04	.02	.18	.01

The columns labelled and contain the lower limit and upper limit of a 90% confidence interval for the population value of . Value of the RMSEA of about .05 or lower should indicate a close fit of the model in relation to the degrees of freedom. It cannot be regarded as infallible or correct, but it is more reasonable than the requirement of exact fit with the RMSEA = 0.0. Value of about 0.08 or lower for the RMSEA would indicate a reasonable error of approximation and would not want to employ a model with a RMSEA greater than 0.1." (Browne and Cudeck, 1993) from the above table infers that the RMSEA value is "fewer" than .05. Which; indicates the low level approximation of error in this model and it closely fits the model toward to the degree of freedom. P close value used to test the hypothesis with the model and degree of freedom. Hence, it infers that this model is

significantly fit to measure the effectiveness of green HR practices among higher educational institutions.

6. Suggestions for the study

- Institutions must permit the faculty members to do long term MOOCs to improve their capabilities
- Encourage them to implement the experience of MOOCs in real classes
- Institutions must increase the confidence among the faculty members to take consultancy services and encourage them to undergone such MOOCs.
- Institutions must advise the faculty members to the flipped classroom techniques

7. Conclusion

In this research paper, the researcher has attempted to measure the effectiveness of green HR practices to improve the efficiency of faculty members in higher educational institutions concerning in Trivandrum. Permitting the faculty members to undergone Massive Online Open Courses (MOOCs) are evolving them to enrich their teaching, learning and research initiatives, and many kinds of research have been conducted to explore the structure, effectiveness and issues arising while undergone MOOCs. The free accessibility of MOOCs has believed in soon replace the traditional teaching and learning method. Still the institutions are under process for providing facilities to the faculty members like online leave application, tracking of leave request, salary slip, tax calculators and facilitating them to make digital campus. Major findings of this study are Evaluation of Green HR practices among higher educational institutions. Effectiveness of green human resources policy was determined prominently by green training and development initiatives taken by the higher educational institutions by 0.74. Green training and development was serving as a mediating factor to measure the effectiveness of green human resources policies. Majority of 89 per cent of the faculty members have not received any consultancy projects, Majority of 50 per cent of the faculty members have organised one to five workshop in their specific domain. Majority of 94 per cent of the faculty members don't file any patents,

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