

Human Resource Management Through Commercialised Professional Education in India : A Bane or A Boon

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Abstract

Career opportunities and rewards are very important factors in providing a development climate in educational institutions and agencies. If there is no developmental climate and no pressure or incentives for development, people are not likely to develop. The greatest HRM need in the education sector today is to change attitudes and systematic rigidities. This change should begin from the top. This change cannot come merely through training programs. The performance of the higher level officers should be assessed and feedback should be given to them on their innovativeness, initiative and activities geared to develop local level talent in the education system. This study is important because there is far too much to be done in the field of professional education to realize our dream. An organizational climate is required to be created in the field of education which should have profound influence on the outlook, well-being and attitudes of organizational members and thus, on their overall performance. It also provides a useful platform for understanding the characteristics of organization such as stability, creativity, motivation, and communication, etc.

The traditional educational subjects are downgraded in the name of occupationally-sound degree options. In commercialized learning, higher education degrees focus more on the job they fulfill and less on the traditional academics, such as sciences and liberal arts. This isn't necessarily a bad thing for you, the online learner, if you're going to school to acquire a degree for a new job opportunity.

Key Words : Human Resource Management, HRD, Education, Professional Education, Commercialised Education.

1. INTRODUCTION

Education itself aims at development of human resources. Therefore, when one talks of Human Resource Management (HRM) in education in means development of those human resources

which are involved in organizing and imparting education. These include teachers, headmasters, principals, directors, and support staff working in educational institutions, head of university department, vice-chancellors, educational administrators at the local, district, state and central levels, planners and policy-makers. Developing all these categories of people becomes extremely important as the effectiveness of education depends upon how well they perform their roles. People at different levels and performing different roles require different competencies to be

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effective in their roles. These competencies are also changing from time to time as the environment is changing. Knowledge base is continuously improving and the needs are changing. Such a dynamic and changing environment requires equally or even faster developing human resources to cope with it. Hence, there is a need to develop continuously the capabilities of the people involved in education.

The competencies required for teachers are normally considered subject matter competencies and pedagogic skills. As we go up the education stream, the competency requirements become complex like the Headmasters of schools require more sophisticated competencies than what a teacher requires. Besides knowledge of the subject and pedagogic skills, he is required to be a leader, initiative taker, innovator, institution-builder, manager etc. As we go still higher up to the level of District Educations Officer the competency requirements get still more complex as he is required to deal with a large number of institutions and guide them. He is required to be familiar with the region and its educational problems should have the competency to guide the Headmasters of large number of schools, should be able to establish management systems to the schools and involve the community for improving educational facilities in the region etc. Thus, the complexity of the capability requirements changes for different roles. All these roles are equally important for the effectiveness of the educations systems and becomes it becomes essential to ensure continuous development of human resources occupying these roles.

The HRD Ministry stresses upon the fact that the changes occurred in the world owing to liberalisation and globalisation has created a need to reshape the present form of education and its requirements. India inhabitates maximum number of young population which is nearly 26 crores. New universities are needed on urgent basis. Technical Education and Skill Development must be enhanced.

Training has been used most often as the

only mechanism for developing human resources in education sector and other mechanisms of human resource development have been neglected. The limitations of training in developing complex capabilities has not been adequately recognized in the past. It is easier to develop subject matter competencies in teachers through classroom instruction, but teaching skills cannot be developed through classroom instruction only. It has to be supplemented by actual practice. Higher level competencies required by the headmasters, Principals, Directors etc., cannot be developed in the classrooms alone. Alternate mechanisms need to be identified. Experience from other sectors indicates that HRM can be affected through performance appraisal systems that are designed to promote employee development in their present roles. Potential development systems can also be planned to prepare for future roles likely to be performed by the employees. OD exercises could be undertaken to create self-renewal capabilities in educational institutions.

Career opportunities and rewards are very important factors in providing a development climate in educational institutions and agencies. If there is no developmental climate and no pressure or incentives for development, people are not likely to develop.

1.1 HRM Needs In Education

The HRM needs in education should be interpreted in the context of the overall development needs of the country and should take into consideration the developmental plans in other sectors. Any HRM program for those in the field of education should enable those in education systems to initiate, design, develop, and implement education systems that facilitate the accomplishment of developmental plans in other sectors at the local, regional and national levels. This becomes all the more important in a developing country like ours which cannot afford to waste its resources by having an education system that is a luxury.

In identifying the HRM needs of education we need to take this perspective into consideration. We need to address the question of linking of education with productivity and employment both of which depend on the development activities in other sectors. To meet the developmental needs of other sectors both educational planners and administrators need to understand and design or re-orient education accordingly. A basic requirement for this purpose is openness, risk-taking and innovativeness on the part of various functionaries involved in education. To create such kind of people in the education sectors is the first and foremost HRM need.

The greatest HRM need in the education sector today is to change attitudes and systematic rigidities. This change should begin from the top. This change cannot come merely through training programs. The performance of the higher level officers should be assessed and feedback should be given to them on their innovativeness, initiative and activities geared to develop local level talent in the education system.

1.2 Importance of the Study

In the context of knowledge and education, Human Resource is an investment which is vital in promoting social and economic development of the nation through building its capabilities by providing education including various streams of professional education. Self finance professional colleges have been producing thousands of degree holders in the field of engineering and management every year without having any consideration for the quality which is the main criterion for employment in the industry. The proposed study focuses on role of human resources in self finance professional education in the context of results, quality, placement and job opportunities.

Productivity is the most potent weapon and source of development. This is the relationship between the input and output and it is not merely concerned with production but it is the ratio of output and input reflecting the rate of growth of

performance. It is the combination of effectiveness and efficiency. Higher productivity means producing more with less means or inputs. Professional institutions can exercise a great influence on social transformation and industrial development of a nation. In professional institution human resources are developed by another set of human resources who have a vital role to play in the field of providing technical education in different areas of study.

In view of the challenges of quality in education, it's necessary to build capabilities of the staff, teachers, and directors. Building capabilities entails development and growth of people. Also provide people opportunities so that they can reach their optimum potential. The study holds special importance in present day environment. The achievement of sustained and equitable development remains the greatest challenge facing the human race. Education is the single most important factor which can assure the development and growth of people, who are now realized as human resources.

This study is important because there is far too much to be done in the field of professional education to realize our dream. An organizational climate is required to be created in the field of education which should have profound influence on the outlook, well-being and attitudes of organizational members and thus, on their overall performance. It also provides a useful platform for understanding the characteristics of organization such as stability, creativity, motivation, and communication, etc.

2. LITERATURE SURVEY

Human Resource Management (HRM) practices have been recognized increasingly as a basis for achieving sustained competitive success, particularly for firms operating in challenging and rapidly changing international competitive environments (Cascio & Bailey, 1995; Florkowski & Schuler, 1994; Preffer, 1944). Human Resource Management is a strategic and coherent approach

to the management of an organization's most valued asset – the people working there who individually and collectively contributes to the achievement of the objectives. HRM involves all management decision and practices that directly affects the people, or human resources, who work for the organization (Armstrong 2006). Beardwell et. al., (2004) regard HRM as the philosophy, policies, procedures and practices related to the management of people within an organization. Senyucel (2009) define HRM as a combination of people-centered management practices that recognizes employees as assets to create and maintain skilful and committed workforce for achieving organizational goals. Schuler and Jackson (1987) defined HRM practices as a system that attracts, develops motivates and retains employees to ensure the effective implementation and the survival of the organization and its members. Besides, HRM practices is also conceptualized as a set of internally consistent policies and practices designed and implemented to ensure that a firm's human capital contribute to the achievement of its business objectives (Delery & Doty, 1996). Likewise, Minbaeva (2005) viewed HRM practices a set of practices used by organization to manage human resources through facilitating the development of competencies that are firm specific, produce complex social relation and generate organization knowledge to sustain competitive advantage. Against this backdrop, we concluded that HRM practices relate to specific practices, formal policies and philosophies that are designed to attract, develop, motivate and retain employees who ensure the effective functioning and survival of the organization. Buck and Watson's (2002) indicated nine important HRM practices such as Decentralization, Compensation, Participation, Training, Development, Employment Security, Social Interactions, Management Style, Communicaitons, and Performance Appraisal. Taseema & Soeters (2006) has studied about eight HR practices such as Recruitment and Selection Practices, Placement Practices, Training Practices, Compensation

Practices, Employee Performance Evaluation Practices, Promotion Practices, Empowerment and Social Security or Pension.

Organizational commitment is a feeling of dedication to one's employing organization, willingness to work hard for that employer, and the intent to remain with that organization (Meyer and Allen, 1977). A respected theory proposes that there are three components to organizational commitment : Affective, Continuance, and Normative Commitment (Meyer and Allen, 1991).

Affective commitment is an attachment to the organization.

Continuance commitment is characterized by a more rational analysis of the costs of staying versus leaving the organization.

Normative commitment is a sense of moral obligation ot stay with the organization.

Iqbal et al. (2014) found that there was a significant difference in HRM practices among executive of public and private universities of Pakistan. HRM practices in the areas of job definition, training and development, compensation, team work and employees participation were better in the public universities that private universities. However, performance appraisal practices were found better in the private universities than public sector universities. Khan et al. (2012) found that male university teachers are more satisfied with their job but female teachers are more satisfied with HR practices of universities Pakistan. Public sector university teachers are more satisfied and found direct relationship in length of experience and job satisfaction. HR practices have positive correlation with job satisfaction. McNeal and Gloria (2010) found African American nurse faculty members productivity have correlation with satisfaction and management practices such as leadership, communication and decision-making process have much impact on employees' satisfaction in exercising their job.

Romle (2010) concluded that management

practices among Assistant Registrars at Public Institution of Higher Learning in Northern Region Malaysia do have an impact on employees' job satisfaction Sial, et al. (2014) found that organizational commitment is strongly, positively influenced by compensation practices adopted by the universities of Pakistan. However performance evaluation and promotion practices were found to have no significant relationship with Organizational commitment. Nasurdin, et el. (2008) found in study on Malaysian manufacturing sector that organizational commitment has direct, positive and significant relationship with career development and performance appraisal. Chew, et al. (2005) revealed that organizational commitment have significant positive correlations with HR practices. Further it suggests that it is HR practices which will influence commitment of core employees rather than other organizational features.

Payne and Huffman (2008) found in a longitudinal study that organizational commitment mediated the relationship between mentoring, an HRM practice in the organization studied, and employee turnover over time. Hemdi (2009) revealed in his study of hotel employees in Malaysia that the HRM practices, particularly those relating to performance appraisal and career development, have significant, positive and direct effects on organizational commitment towards their organization. Age, Education, Nature of the job, length of service and income have negative relation with the employee job satisfaction as well as organizational Commitment. Employees having very active participation in trade union are found job satisfied and high degree of organizational commitment compared to other groups of employees. Sonia (2012) found significant positive correlation of job satisfaction with affective commitment and normative commitment and negative correlation with continuance commitment in the employees of information technology industry in Bangalore, India. It indicates that higher the level of job satisfaction greater the level of affective commitment and normative commitment.

3. RESEARCH METHODOLOGY

Research methodology is the process or technique adopted to seek a base and carry out proposed study. The scholar feels that this being comparatively a new area of study, large amount of details and data is required to be obtained. In the proposed study, research methodology to be adopted is given in succeeding paragraphs.

The final analysis and interpretation of the data may be utilized for implementation and improvement of Human Resource Management through commercialisation of Professional Education.

3.1 Objectives of the Study

The main objectives of the study are as under :

- ◇ To study the application of Human Resource Management programmes in self finance professional education.
- ◇ To make a comparative study of input and output of human resources in the self financed professional colleges.
- ◇ To study the factors which leave their effects on human resources in Professional Colleges.
- ◇ To find a logical conclusion.

3.2 Scope of the Study

Human Resources Management and Education both are vast subjects. Thus, at the macro level, a general study of the concept of HRD and a broad overview of the professional education will be carried out. However, at the micro level, the study of the concept of HRM in relation to professional education system in order to make the study more specific.

4. COMMERCIALIZATION AT HIGHER LEVEL

Higher Education has become a commodity that is something to produced, packaged, sold, traded, outsourced, franchised, and consumed. They "mercirization" of Higher Education is at the root of this "communization" and redefines its nature by transforming it from a collective public

good to a private investment. In consequence, universities suffer from a series of disadvantages; in their organization, management and governance; in their relations with society at large and in particular their own student who have now become clients or consumers; and in their financial relations with the state.

Rapid globalization affects all aspects of society, including the status of higher education in society, and how education is delivered and received. As technological innovations “relentlessly compress the world in space and time and our economies become rapidly impelled into the highly competitive environments of global markets, educational institutions are being challenged to follow suit.” The same globalizing trends mean that higher education is “drifting into a market-oriented system” and is increasingly being seen as a “commercial product to be bought and sold like any other commodity.

4.1 Status of MBA & Engineering College

We can easily give the example of flourishing MBA colleges across India where average annual fees is around 5-10 lakh rupees; however, the facilities provided by these colleges are much below average levels. Most of these colleges remain more interested in making good bucks than providing quality education to students. Every year, number of students going for higher professional education is increasing in India and therefore, good opportunity exists for all these colleges to make money by offering such courses. Same condition do prevail in other professional colleges in India.

In many cases, situations even become worse and students feel cheated at the end of courses. However, in India this trend has full support of our government because many big political leaders and industrialists are running these colleges. Therefore, they easily get the required certificates to run these colleges without providing proper educational infrastructure. At the end, we can say that for these people education has today become

an option to make money only than providing quality education to students.

However, recently a new trend has started in India of making money by selling education and now top institutes like IIM Ahmadabad are also becoming part of this mad race. Few days back, IIMA top business school in India increased its annually fee by 300 per cent. Soon IIM Bangalore also followed this trend and in future, we can hope similar response from many other IIMs and various universities in India. If all this is allowed to happen then time is not away when getting higher education will become a distinct dream in India.

Institutes like IIM get huge amount of grants and subsidies from state and national government, now if they are increasing fee in this manner then what we can expect from other private colleges. Today, India desperately need educated youth for maintaining a top position in world, however, by making education beyond the reach of common people, we are only create dark future for millions of youth and India.

4.1.1. Quantity output but where's the quality

In India MBAs and engineers especially in the software field are available in large numbers resulting MBA pass out people are doing other work, which is not related with MBA studies. We say it 'Forced' as they are less skilled for the high end jobs but better connected than the section of people who should be doing that job.

Due to high growth in professional education in India, characterized by the mushrooming of management and engineering institutions all across the country. Although AICTE try to control the quality of such institutions in order to provide an approval, they have only created quantity of approved institutions, and not quality in the name of higher education.

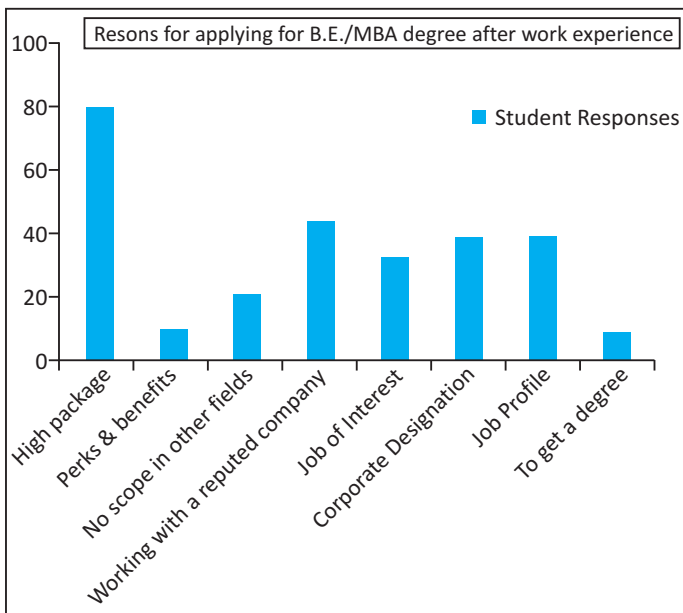
4.1.2. The Nature of Competition

A survey conducted by NOVONOUS showed

that 80 respondents (Graduates) wanted to do MBA after they completed one or two years in job because MBA increases the prospects of a higher paying job. Around 43 respondents aspired to work with reputed organizations and about 22 respondents opted for an engineering/management course since there was no scope for other fields in India. Baring a few respondents, most of them had lack of inclination towards management/engineering but still wanted to do an MBA, simply because they want to get a degree and fancy designation. These students are equally clueless so as to what kind of job they would want to take up after completing their studies.

Figure 1

Responses and attitudes of B.E./B. Tech/MBA aspirants about professional education



Source : NOVONOUS Insights.

5. BENEFITS OF COMMERCIALIZED PROFESSIONAL EDUCATION

(a) Students are treated with more respect

At a commercialized school, the student is the customer; that is why private schools still thrived back when they were thrice or more the price of state schools. The most horrific student experiences come

from a university's sense of entitlement, that they owe nothing to the student that helps fund them.

(b) Students receive a better product or education

Commercialized education means that schools are competing more than ever for whole can provide quality education at a reasonable price. Like any other market, this healthy competition is a benefits to the buyer, or in this case, the student.

(c) Students of different ages and backgrounds will study together

The enmeshing of private schools, public schools, and the costs associated with each means that student of all walks of life will start attending both forms of education. Higher education degree options that once were mostly available to male, upper class citizens will become more available to other students; and higher education degrees that once were only pursued by adult learners will be pursued by all ages.

(d) Students will have more say over the educational system

Since commercialized education means that students are paying more for education than the government, the direction of education will lie more in the hands of students and teachers and less in the hands of government officials only interested in a process.

(e) Private schooling in India is demand-driven

Parents choose private education because they believe they provide better education and future opportunities for their children than the government schools. Supply-side factors have little statistical relationship to private schools; private schools exist because parents demand them.

(f) Better education

Private schools not only provide better education but they also do it in a more cost-effective manner than government schools. Also, private schools are accountable and responsive to parents: for example, they offer English-medium schooling that parents prefer.

(g) Rural private Schools

Tired of teacher absenteeism and lack of accountability in government schools, both the rich

and the poor and increasingly rejecting free government schools and choosing to pay for education in fee-charging private schools. The Annual Status of Education Report (ASER) 2009 shows that close to 22 percent of children in rural India attend private schools. This number is much higher in urban areas. In the metros, at least half of the children are in private schools and in states like Punjab and Haryana, 70 percent are in non-state schools. More than a third of India's children, a conservative estimate, now study in private schools and that the number is rising by the day.

So how is it that the poor can afford these private schools? Most of these children study, not in elite schools, but in budget private schools in poor neighborhoods. These schools some recognized and some not, charge an average monthly fee of Rs. 70-150 in rural areas, and up to Rs. 350 even in highly expensive metros. Budget private schools are the fastest growing segment in India's education ecosystem.

(h) Political Intervention

Minimal or practically no political intervention –less interference of the government in management.

(i) Skill Oriented Education

It may update the curriculum according to market needs thus making higher education relevant. It will also avoid wastage of resources and will put higher education on the path of cost reduction. It will inculcate skills oriented education.

(j) Vocationalisation

It may put more emphasis on vocationalisation and job courses. There will be a global market for the students.

6. DRAWBACKS OF COMMERCIALIZED PROFESSIONAL EDUCATION

(a) The traditional educational subjects are downgraded in the name of occupationally-sound degree options. In commercialized learning, higher education degrees focus more on the job they fulfill and less on the traditional academics, such as sciences and liberal arts. This isn't necessarily a bad

thing for you, the online learner, if you're going to school to acquire a degree for a new job opportunity.

(b) The pursuit of knowledge is not econsidered as much of a community source. When state schools become more expensive and compete with for-profit schools, this means that knowledge-pursued and created-isn't available to the lower classes. Student loans and grants help fix this problem, however.

(c) Schools are there to make money. As education becomes commercial, there's no denying the purpose of the higher education degree: for schools to make money. For-profit schools are based on financial gain and, while this grants benefits to the student such as customer respect, it also means that students will not be attending universities that exist solely for academia.

(d) Education is simply more expensive. There's no avoiding the fact education is more expensive than it used to be a decade ago. Private colleges seem more affordable — after all, they're not much different from the price tag of state universities these days — but the education industry is spiking its costs across the board as commercialism comes into the picture.

(e) Education is heading in an unknown direction. Since the commercialization is relatively new, it makes predicting the direction of education less predictable.

7. CONCLUSION

Overall it can be concluded that, there can be some steps which government and individual can take to overcome the effect of commercialization of education.

(a) Foreign and NRI student should be encouraged to study in India. It will help the country to earn considerable amounts of foreign exchange. Foreign students pay higher fees, which may be used to subsidize the fees of Indian students and to offer free seats to to the poorest Indian students.

(b) At least 6% of GNP for education should be provided, which has not been so far provided.

(c) The fee increased should be appropriately linked to

at least the cost of recurring expenditure and levels of income of the parents of the beneficiary.

(d) Urgent need to work in co-ordination between different groups to sort out fees, admission procedure and quality of education.

(e) Checking of Brands like horlicks, bournvita,

cartoon network etc. which have high focus on school activities.

(f) Reviewing Advertising space being sold even on notebooks, stationery etc.

(g) Number of foreign schools/colleges entering India.

(h) Strict actions plan for unaffiliated school/colleges.

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