

CHAPTER—II

REVIEW OF LITERATURE

- 2.1 Human resource development
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CHAPTER II

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2.1 HUMAN RESOURCE DEVELOPMENT.

Human Resource Development is concerned with the development of human resources in an organisation and helping them to acquire new capabilities required for the achievement of the corporate as well as individual goals. HRD believes that individuals in an organisations have unlimited potentials for growth and development and that their potentials can be developed and multiplied through appropriate and systematic efforts. Given the opportunities and by providing the right type of climate in the organisation, individuals can be helped to give full expression of their potential, contributing to the achievement of goals of the organisation and thereby ensuring optimisation of human resources. Investment in human beings is another underlying concept of the human resource system. The organisation accepts that the development of human resources involves investment of time and convert for growth. HRD efforts are organisation-wider. Everyone in the organisation will have to take self responsibility for growth and optimisation of performance.

Human resource development is a technique to transform human resource inputs into outputs. The inputs are the people, the individual groups and the total human organisation. The transformation processes are the managerial sub-system for

acquiring, developing, allocating, conserving, utilising, evaluating, and rewarding people. The outputs are the services provided by the individual and groups to the organisations in which they are employed in particular and to the society in general.

In other words human resource development in organisational context, is a process in which employees of an organisation are helped to acquire capabilities, develop individual's capabilities and explain their inner potentialities, and develop organisational culture.

Rashmi Mayur (1976) suggested that through comprehensive training programmes not only skill can be improved and better services provided, but concurrently unlimited potentials of the employees can be actualised. Moreover, work should be converted into a challenge with fair and objective performance evaluation systems alongwith systematic rewards and punishments.

Shukla S.K. (1987) stated that in order to implement HRD programmes in an organisation various systems should be introduced in it in a scientific manner like mechanisation of data on human resources for maintaining succession, planning, job rotation, job analysis, review of annual appraisal system and further decentralisation of decision making powers.

Prasannasai K. (1992) found in his study the highest preference for HRD through training and development, performance appraisal, human resource planning and staffing which would help the employees acquire and develop

individual's capabilities and organisational culture. Whereas, he found the least preference for HRD through career development, organisation development, employee assistance, union-labour relations, role analysis and personnel research.

Pareekh U. and Rao T.V. (1981) emphasised that in order to develop skills and capabilities of human being required to implement organisational goals, there should be training based on objective assessment of the needs, organisation development helping the employees for diagnosis of problems, performance feedback and counselling of self-assessment and assessment by the boss, system development and research giving clues for developing interventions, and work affairs.

Bansal M.P. (1991) stated that the training and development, the career and succession planning and the appraisal system could improve capabilities, skills and knowledge of the employees and prepare them to handle higher responsibilities for achieving organisational goals effectively.

Rao T.V. and Abraham E. (1986) found in their study the better HRD climate in relation to personnel policies, team spirit, employee behaviour, conducive psychological climate, performance appraisal, potentialities, etc. Whereas the unsatisfactory HRD climate was found in relation to enjoyment of work, competence, utility of training, rewards aspects, feedback and career progress.

Bharadwaj R. and Khandelwal (1993) pointed out that the appraisal systems such as performance appraisal potential

appraisal and counselling are needed for improving individual's capabilities. The career system leads an advancement while the training brings new changes in employees. Further, the work systems, the culture systems and the self-renewal systems also become more essential for developing the human beings.

Arya P.P. and Tandon B.B. (1991) suggested that the HRD can be made more effective through job description and analysis, scientific recruitment and selection, promotion, transfer and separation based on objective assessment, training and development for increasing the capabilities of employees for continuing growth and development in the organisation. The performance and potential appraisal make human beings take up new responsibilities whereas the employees welfare and the rewards lead to the motivation.

2.2 PROFESSIONALISM

The concept Profession explains the authority or a specialisation of a person to guide others. According to the needs of modern competitive business undertakings, a specific flow of ideas that suit the progress of enterprises, are necessary. Such ideas spring from the fountain of few experts who practise as the consultants of management. The future flow of activities are to be governed by the valuable thoughts of such experts. Therefore, the industries invite a special role of authorities to lead towards success by investing their intelligence.

A profession is a calling in which one professes to have acquired specialised knowledge which is used either in instructing, guiding or advising others. This means, persons have an authority over the management to stand for making others to understand many outstanding events in the regular routine of business enterprises. The development and use of concepts of management is a good example of the professional nature of the field.

Generally, a profession includes, (1) a systematic body of principles, techniques, skills and specialised knowledge, (2) a prescribed way of entering the profession through minimum training competence, (3) a strict code of ethics or standards of conduct, (4) a representative body of association that enforces standards and controls the entry to the field through licensing etc., and (5) a commitment to service, rather than to monetary reward. Success in work is more important than financial rewards or political gains.

Timperly S.R. and Osbaldeston M.D. (1975) perceived one of the key characteristics of a profession that emerges from many definitions is that of objective as well as subjective recognition. The question of ethics, codes of conduct and predictability would be implicit in such objective recognition.

Reddy Y.R.K.(1991) has proposed conscious action of professionalism such as, development and codification of professional conduct and norms through debate by the members belonging to the segments, where the standards are already existing and have become irrelevant, they would need review,

development of associations which would actively debate professionalism of both specific and abstract levels and training, retaining and refreshers for all the professionals using specific case studies and personal example. The dictates of profession are often drowned in the cacophony calling for common sense , unless constantly reinforced.

Wren D.A. and Dan Voich Jr. (1976) stressed that a professional manager must be trained, he must have a sense of his responsibilities to others, and he must accept the challenge of a life long dedication to improving himself and his discipline. The professional manager must have the necessary knowledge and skills to perform effectively his duties.

Varma M.K.(1984) has identified that the task of promoting and reinforcing successful accomplishment of professionalism among managers is not easy. Its successful accomplishment rests on tenacious and dedicated self-discipline, on the part of managers themselves. Further it is essentially a matter of self-development of proper leadership in regard to a number of popular misconceptions and courageous efforts for practising fairness coupled with firmness.

Rudrabasavaraj M.N. (1985) has observed that in the field of management 'ethical values' must govern the activities, behaviours, and attitudes of professional managers not mere managerial expediency and not the doctrine what work is right.

Thoomkuzhy T.J.(1993) suggested that for the professionalisation of management, it is necessary to launch a

massive programme for developing knowledge or awareness among the policy-makers. Moreover, the organisations must offer to their people attractive service conditions, pay scales, work environment, welfare facilities, security of services, avenues for promotion etc.,

2.3 ORGANISATIONAL COMMITMENT

Organisational commitment is the degree to which an employee identifies with the organisation and wants to continue actively participating in it. In other words, it is the employee's emotional attachment to his/her employing organisation as a whole.

Balaji C.(1986) found that the organisational commitment is positively related to age of the employee and satisfaction, but it is negatively related to intention to quit. Further, his results showed that the professionally trained employee are less committed than those without professional training, and that the top management levels had stronger organisational commitment than the middle management levels.

Mohan Raju P. and Srivastava R.C.(1986) noted that the organisational commitment significantly related to company satisfaction, and intrinsic motivation for employees' group and combined group but not for workers' group, but the job involvement showed negative relationship with organisational commitment, both in the case of employees as well as the worker. They also perceived that the positive relationship between intrinsic motivation and organisational commitment among employees and the combined group also suggests that

intrinsically motivated individual is one who wants to perform well and derives satisfaction by performing well. This willingness to perform well might have led to the commitment to the organisation.

Singh P. and Das G.S. (1978) made certain where one's higher order needs are satisfied through autonomy and achievement, self-actualisation leads to higher level of commitment whereas the organisational culture with coercive authority system Autocratic and Benevolent Autocratic - affects the level of commitment negatively.

Angle H.L. and Perry J.L. (1981) have identified that the commitment is positively correlated with age, but negatively related to educational level. However the results for educational level were striking showing a steady decline in commitment across eight ascending educational level categories. They also found that females were more strongly committed to their organisation than males.

Amsa P. and Punekar V.B. (1985) noted that "Socialisation causes commitment values (performance values and discipline values.) and these in turn, cause work performance. The expression of commitment values in the form of good work performance takes place only when his expectations from his job are reasonably fulfilled by the organisation.

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