

Human Resource Management under Ministry of Education with Reference to Specially Promoted Staffs

Deergha Raj Upadhyay
Section Officer, MoE

Abstract

The human resource of an organization consists of all people who perform its activities. In a sense, all decisions that affect the workforce concern the organization's human resource management function. HRM is the vague topic, it covers all the process and activities concern to employees' management that mean it starts from pre-recruitment and ends to post-retirement of organization's employees. So, it is entire management of human energy and competencies in organization. This study is an attempt to explore the pattern and the existing situation of human resource management in Ministry of Education, Nepal and due to the different limitations it mainly focuses on the circumstances after the adjustment of special promoted staff also named as '24 gha 1' in education service. The study compiles employee's views and opinions related with HRM after adjustment in respective position and hope that the findings of this study will help for the further policies and process of managing all the employee working in Ministry of Education and under it.

Introduction

There are many resources in an organization such as financial, physical, information and human but only human is dynamic resource which mobilizes any other resources towards the goal of the organization. If human resource in the organization is not motivated, committed, capacitated and inspired towards its responsibility all other resources are meaningless.

Human Resource Management (Here after HRM) is a planned approach to managing people effectively for performance. It aims to establish a more open, flexible and caring management style so that staff will be motivated, developed and managed in a way that they can and will give of their best to support departments' missions (HRM Guide, 1997:7).

The HRM is concerned with human element at work in organization. It gets the jobs through people to achieve results. It develops and utilizes human potential taking as the most important assets of the organization. It is management of human energy and competencies in organization. Aggrawal (2013) described it as the philosophy, principles, policies and practice related to human aspects of management.

A brief discussion on education structure of Nepal

"Education and training are the primary systems by which the human capital of a nation is preserved and increased.... from an economic standpoint, higher standards in the schools are the equivalent of competitiveness internationally." Hudson Institute, USA, 1987

Realizing above statement, we can say that the goal of the whole education system is to produce the human capital for the country. To achieve this objective Ministry of Education (MoE) was established in 1951, was renamed as the Ministry of Education and Sports (MoES) in 2002. It was again renamed as Ministry of Education with the decision of Cabinet in 15 Bhadra 2065 BS. The MoE as the apex body of all educational organizations is responsible for overall development of education in the country. This Ministry is

responsible for formulating educational policies and plans and managing and implementing them across the country through the institutions under it.

The Central Level Agencies (CLAs) under the Ministry are responsible for designing and implementing of programmes and monitoring them. Five Regional Education Directorates (REDs) are responsible for monitoring the programmes undertaken by the district level organizations. Seventy-five District Education Offices (DEOs) and One Thousand Fifty Three Resource Centres (RCs) at local level are mainly the implementing agencies of the educational policies, plans and programmes. Moreover, all the functional units of the MoE and other constituent and autonomous bodies within the framework of the Ministry are parts of the organizational structure geared for achieving its goals and carry out its functions.

To achieve national objectives of education many people are working and doing their contributions from policy level, MoE to implementation level in educational institutions. But the question always rises how effectively and efficiently each and every responsibility has done and what impact of the education system to the society and the nation.

Case Story

It is important to note that the role of the education is vital and cross cutting for the all-round development of the country. To make the nation peace and prosperous, education system of the country should be well functioned. And only making the functionaries proper meaning only managing the people of the whole system properly, then it functions well and achieves its objective efficiently. It is clear that only competent, motivated and inspired personnel do the good job. As ministry of education has the central role for education development and management, I am interested to analysis its employee's management prospects and procedures.

This case is specially related to post of under secretaries that affect ministry's original structure and need to restructure on it. The sections are increased on the basis of the number of under secretaries who have to manage more than analysis of its necessities. This type of problem has not seen only in Ministry of Education but also in all level of organization under it. In district level, there are so many assistant district education officers under one district education officer having the same level, class and rank but the post is different.

Case analysis

In the Ministry of Education, sections are increased from 13 to 29 but the role and responsibility, furniture and furnishing, machinery and equipment, subordinate staff and their intension are not taken seriously while splitting and increasing the section. Till this date, after more than five months of restructuring of the sections under ministry, not all the sections are functioning properly, staff of some sections still could not get the seat to perform their duties with no other logistic resources.

Findings

In this study, situation of employee's management in ministry of education and employee's satisfaction on this process and practices is observed. Some of the effects of this case are given below:

1. Awareness of the employees about the policy and practices of human resource management in Ministry of Education is fairly good. But some employees think that the current policies and practices are not good. Because of that they have faced many problems for six years, after the second amendment of civil service act, 2064 with the

- provision of special promotion named '24 gha 1'. They got ranked and remuneration of promoted post but didn't get responsibilities.
2. That rank without responsibility promotion made the employee more dissatisfaction. Most of them got declined their performing capacity. After 6 years, by revision on act, they got position with responsibility.
 3. Still they are not happy towards ministry saying that they were not directly involved on their managing process and positions are created haphazardly without analyzing its future impacts and without O&M process.
 4. Sections are doubled in ministry of education but no fulfillment of minimum enabling conditions such as room, furniture, computers etc.
 5. Posting of the employees, in most of the cases, is neither done according to choice of the employees nor according to potential and personality traits.
 6. Transfer of the employees is not conducted systematically. Transfer and job rotation is not done properly on the basis of legal provision.
 7. Overall finding of the study indicate that human resource management in Ministry of Education is not satisfactory. The management needs to concentrate more to improve the human resource management practice to increase the satisfaction and hence effectiveness of employees. Ministry of Education has not utilized its full potential for the betterment of acquisition, development, utilization and maintenance aspects of HRM.

Recommendations

Based on the case analysis, some recommendations have been made for the improving the effectiveness of HRM within Ministry of Education. The recommendations have been thought to be valid for most of the government organization of Nepal.

1. Assessment of human resource need

Ministry of Education should assess the need of human resource according to necessities of organization by calculating its long term impacts. Fair utilization of organization and management (O&M) procedure may be the fruitfulness in this regard.

2. Behavioral aspect while posting

While posting and assigning duty and responsibility, behavioral aspect of the employees should be taken into consideration. Theory of organization behavior can help to increase the effectiveness of people. Some people are introvert while others are extrovert. Similarly some are producers while others are integrators. In districts which demand a lot of public contact, extroverts can well perform. For research and development kind of work, introverts can do equally well. People with calm temperament can settle the dispute effectively rather than the aggressive ones. These factors need to be taken into considerations.

3. Fulfillment of resources

To perform effectively, it needs good environment and well enabling conditions so ministry has to manage necessary physical and technological resources. These are the most motivating factors for the employees.

4. Proper training and development of staff

Improvements are needed in training and development of the employees of Ministry of Education. Training needs should be assessed properly. Then suitable training program should be identified. Training methodology should be such that it brings some attitude

change and job behavioral change in the trainee.

5. Fair transfer policy and practice

Transfer mechanism should be fair. It should be a career development and experience gaining opportunity rather than a means for punishing hated employees. There are many divisions and sections in the ministry of education. And there are central level agencies, regional education directorates and district education offices in every district across the country. Employees should be rotated within these central, regional and District Offices in a systematic approach.

6. Grievance handling procedure

Ministry of Education should devise some mechanism to properly handle the grievances of its employees.

7. Improvement of employee satisfaction

Overall finding of the study indicate that human resource management in Ministry of Education is not satisfactory. Management needs to concentrate on improving HRM practices for the wellbeing of the organization by improving the overall satisfaction level of the employees.

Conclusion

Overall finding of the study indicate that human resource management in Ministry of Education is not satisfactory. The management needs to concentrate more to improve the human resource management practice to increase the satisfaction and hence effectiveness of employees. Ministry of Education has not utilized its full potential for the betterment of acquisition, development, utilization and maintenance aspects of HRM.

References

- Agarwal, G.R. (2013). *Dynamics of human resoure management in Nepal*. Kathmandu : M.K. Publishers and Distributors.
- HRM Guide. (1997). (Retrieved from <http://www.csb.gov.hk/english/publication/files.pdf>)
- Ministry of Education. (2013). *Educational Information: A glimpse*. Singadurbar : Author.
- Workforce. (2000). *Work and workers for the 21st century*. Indiana, USA : Hudson Institute, 1987. p. xxvi.
- Zainal, Zaidah. (2007). *A case study is a research method*. Journal. Teknologi. Malaysia : Faculty of Management and Human Resource Development University