

Resistance in Learning Hris in Education And it Companies



HR

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ABSTRACT

A comparative study was conducted in educational sector and IT sector in this research paper to find out the level of resistance and to assess the level of preparedness required to motivate employees to accept Human Resource Information System (HRIS) and increase acceptance. Furthermore it was planned to explore the perceived critical skills needed by employees in the education and IT sector for the implementation of HRIS. The major research problems presented: 1. what role the system of the organization plays in reducing the resistance towards change / HRIS. The effort was made in this study to explore and examine 2. How the technology could be implemented effectively in the organizations with very less or no resistance to change. Recommendations for consideration after conducting the comparative analysis were suggested for both the sectors. To suggest acceptance level and managing acceptability amongst the employees, was the biggest challenge to be handled by the change inspectors in the educational and IT sectors. It was also suggested that if required, professional help should be taken to reduce resistance and increase acceptability.

There is a normal human behavioral phenomenon found in all to resist all kinds of change at the very first instance. The human mind accepts change slowly with lot of positive interventions after carefully understanding the inputs.

Many scholars have worked on change management and rejection by human mind theory. In the past many studies have been conducted to understand the implications of introduction of HRIS and acceptance in learning. Organizations willingness in investing in employee's skill development hence Mehrtens et. al., (2001), Chen and Mills (2002) failed to find a relationship in financial resources and acceptance. Few studies have made an attempt in sorting the main factors that determine the adoption of HRIS, employee behavior on individual firm level.

Many Organizational Behavior theories have shown that the acceptance of new systems or change in the organization depends on the internal and external environment of the organization. There are small changes that alter certain small aspects, looking for an improvement in the present situation, but keeping the general working framework (Blumenthal & Haspeslagh, (1994), Goodstein & Burke, (1991).

The present study covers different aspects of Human resources functions and behavior patterns in the organizations where the research study is based on acceptance and rejection of change in the system covering the positive and negative Employee Organizational Behavior. The study is important in the global environment to find out the strategic trend of Human Resources work culture and the problem faced by Human Resources Executives in different organizations to manage change and strategically handle Human Resource Resistance once the Human Resource Information System is introduced in regular setup. IT skills and familiarity with electronic tools facilitate HRIS adoption and acceptance as they are related to both the willingness and capability of the end users to utilize the system (Shrivastava & Shaw, 2003; Panayotopoulou et. al., (2007); Voermans & van Veldhoven, 2007).

However, a very recent study by Strohmeier & Kabst (2009) found that education structures neither slow down nor hinder HRIS acceptance decisions, attributing this to the continuous spread of basic IT literacy in many demographic segments and non IT organizations such as education sector. The study here deals with the comparison between educational and IT sector companies' reactions after introduction of HRIS in the organization and its impact on the behavior of the employees. It will also deal with correlation

between resistance and the level of acceptance.

This research explores and the study examines how technology could be implemented effectively in the education and IT sector organizations with very less or no resistance in learning HRIS the reason being IT sector companies are technology ready, while as if we compare the acceptability with education sector, which is comparatively less technology ready and needs technical inputs to get going.

On one hand, resistance is a phenomenon that affects the change process, delaying or slowing down its beginning, obstructing or hindering its implementation, and increasing its costs (Ansoff, 1990) on the other hand, resistance is any conduct that tries to keep the status quo, that is to say, resistance is equivalent to inertia, as the persistence to avoid change. Maurer, (1996). Rumelt, (1995) Zaltman and Duncan, (1977). So, inertia and thus resistance are not negative concepts in general, since change is not inherently beneficial for organizations. Even more, resistance could show change managers certain aspects that are not properly considered in the change process (Waddell and Sohal, 1998).

Rumelt (1995), who had divided the sources of resistance into five groups. Certain sources have been added to justify resistance to Rumelt's proposal, so the names of the categories in order to include the new topics have also been altered.

To summarize the introduction, it becomes obvious that relatively more is known and proven about the topic resistance in learning HRIS. However many issues still remain unidentified, unexplained, uninvestigated or simply put unproven in the field HRIS. The main problem surrounding the "realms" of HRIS is a solid foundation on the concept of HRIS in an international context i.e. it is difficult to identify what is exactly meant and operationalized with the adoption of HRIS, virtual HRM and the like, thus resulting in a blurred view for the deployment of HRIS in an international context. As indicated by Strohmeier (2007).

However only a few studies Ruta, (2005); Smale and Heikkilä, (2009) have assessed and tested the effect of country differences on the adoption and deployment outcomes for HRIS, the majority of studies on HRIS only limited their study to country differences in their finalizing section or omits the effect of country differences on the adoption and deployment outcomes. This overview shall provide more insights for the effect on the deployment outcomes. The mindset created so far results in the following research objective:

Aim & Objective

The main objective of this research paper is to investigate and identify the following:

1. To what extent employee resistance is seen in the educational and IT sector organizations when HIRS is introduced.
2. A correlation analysis is conducted to see how the resistance towards learning and accepting HRIS is reduced.
3. The term 'resistance in learning HRIS' is analyzed in the process of skill enhancement.

Sampling:

Profile of the Companies selected in the research

The companies that were selected had one common criterion, that was; comparatively new HRIS system. Very carefully, to compare the resistance level in learning HRIS, two different work culture companies were selected in this research. To collect the primary data two higher education universities were selected and two young IT sector organizations were chosen.

A questionnaire was introduced to the respondents, of a couple of higher education organizations (Universities) and to two IT companies working towards IT and software developments. The Universities AUR & NIU imparting higher education to the students of Rajasthan and Western Uttar Pradesh and companies like Genpact and R systems that are working in the software development and business processes were selected for a comparative study. Both groups of companies have system integration and regularly functioning with HRIS as basic ERP systems.

Frequency Distribution on Experience of 150 employees of both groups of companies was attempted to analyze the experience of the respondents and its relation on resistance in learning HRIS.

Table 1.0:

Frequency distribution on experience of all the respondents.

EXPERIENCE			
Experience	Frequency	Percent	Cumulative Percent
1	8	5.7	5.7
2	17	11.3	17.0
3	16	11.0	28.0
4	14	9.3	37.3
5	12	8.3	45.7
6	10	6.7	52.3
7	16	11.3	63.7
8	8	5.3	69.0
9	7	4.7	73.7
10	11	7.0	80.7
11	2	1.3	82.0
12	8	5.7	87.7
13	3	2.3	90.0
14	6	4.3	94.3
15	1	.3	94.7
17	2	1.3	96.0
18	2	1.7	97.7
20	2	.7	98.3
21	1	.3	98.7
22	1	.3	99.0
30	1	.3	99.3
32	1	.3	99.7
40	1	.3	100.0
Total	150	100.0	

Table 1.0 indicates the trend in acceptance on the basis of experience in the job. Out of (n=150) respondents maximum respondents were having 1 to 18 years of experience. The group of 1-18 consisted of 97.7 % out of the total number of respondents. The population consisted of 1000 employees in different group of organizations of education and IT sector. Of these a sample of 150 executives were picked. Based on the demographic characteristics provided in the table, following can be explained; the experience of the executives averages out to be more than 97%

up to 18 years of experience, in detail 0-5 years = 137 executives (45.7%), 6-10 years = 105 executives (35%), 11-15 years = 42 executives (13.9%), 16-20 years = 11 executives (3.7%), 21-25 years = 2 executives (0.6%), 26-30 years = 1 executive (0.3%), 31-35 years = 1 executive (0.3%), 36-40 years = 1 executive (0.3%). The above statistics show that the population selected for the research is quite young and have shown keen interest in accepting and learning new technology.

Frequency Distribution of Gender in both IT and education sector companies were also calculated

Table: 2.0:

Frequency distribution based on gender

GENDER			
	Frequency	Percent	Cumulative Percent
Male	105	70.0	70.0
Female	45	30.0	100.0
Total	150	100.0	

Table 2.0 indicates that out of 150 respondents who gave proper response to the questionnaire, 105 were male employees and 45 females. The total percentage of male was 70 % over females i.e. only 30%.

Results**Resistance in learning HRIS in Education sector**

An attempt was made to analyze the correlation between the resistance and acceptance in learning HRIS. Out of 75 employees from educational sector it was found that Pearson Correlation is higher than 0.01 hence there definitely exist a significant relationship and positive correlation between acceptance to learning HRIS by employees and level of resistance ($r = .209$). This could be because both variables are related in a way in which if one increases the other decreases.

Table 4.0:

Detailed Analysis on RHRIS –ACCEPTANCE in Education Sector

RESISTENCE TO HRIS - ACCEPTANCE		HRIS introduction and learning will make changes in the working system, which is acceptable	HRIS learning will improve the working environment	Manager's role is important in learning HRIS and reducing resistance	You feel relaxed when you are informed of a plan to switch to learning HRIS	Learning HRIS exerts undue stress but does not increase resistance
Introduction of HRIS in the organization motivates employees in learning and accepting.	Pearson Correlation	.209	.449	.312	.282	.324
	Sig. (2-tailed)	.000	.000	.000	.000	.000
Older system of working was better than learning HRIS	Pearson Correlation	.238	.269	.208	.246	.342
	Sig. (2-tailed)	.000	.000	.000	.000	.000
The attitude of the manager motivates you to accept learning HRIS	Pearson Correlation	.140	.227	.273	.262	.252
	Sig. (2-tailed)	.015	.000	.000	.000	.000

Learning HRIS system gives a feeling of challenge to you	Pearson Correlation	.180	.330	.314	.303	.317
	Sig. (2-tailed)	.002	.000	.000	.000	.000
Acceptance and learning HRIS will get you weightage over others in power and position.	Pearson Correlation	.250	.375	.249	.305	.410
	Sig. (2-tailed)	.000	.000	.000	.000	.000

Table 4.0 shows that in analyzing correlation between Acceptance & learning of HRIS and employee resistance in education sector it is found that Pearson Correlation is higher than 0.01 in general, hence it shows that there definitely exist a significant relationship and positive correlation between acceptance in learning HRIS and resistance ($r = .209, .449, .312, .282, .324$) on acceptance ($r = .238, .269, .208, .246, .342$) on improvement in the older system, ($r = .140, .227, .273, .262, .252$) on role of manager in accepting HRIS ($r = .180, .330, .314, .303, .317$) on education sector employees taking learning HRIS as a challenge and accepting it ($r = .250, .375, .249, .305, .410$) on getting weightage but not effecting resistance in learning HRIS. This could be because in education sector the employees are better academically skilled and take learning as a challenge hence resistance is less.

Resistance in learning HRIS in IT sector organization

Same attempt was made to analyze the correlation between resistance and acceptance in learning of HRIS in the IT sector. Out of 75 employees from IT sector it was found that Pearson Correlation is higher than 0.01 hence there definitely exist a significant relationship and positive correlation between acceptance to learning HRIS by employees and level of resistance ($r = .209, .301, .286, .246, .304$).

Detailed Analysis on RHRIS – ACCEPTANCE in IT sector companies.

RESISTANCE TO HRIS - ACCEPTANCE		HRIS introduction and learning will make changes in the working system, which is acceptable	HRIS learning will improve the working environment	Manager's role is important in learning HRIS and reducing resistance	You feel relaxed when you are informed of a plan to switch to learning HRIS	Learning HRIS exerts undue stress but does not increase resistance
Introduction of HRIS in the organization motivates employees in learning and accepting.	Pearson Correlation	.240	.301	.286	.246	.304
	Sig. (2-tailed)	.000	.000	.000	.000	.000
Older system of working was better than learning HRIS	Pearson Correlation	.172	.266	.350	.274	.370
	Sig. (2-tailed)	.003	.000	.000	.000	.000
The attitude of the manager motivates you to accept learning HRIS	Pearson Correlation	.260	.458	.173	.369	.300
	Sig. (2-tailed)	.000	.000	.003	.000	.000

Learning HRIS system gives a feeling of challenge to you	Pearson Correlation	.276	.307	.418	.280	.275
	Sig. (2-tailed)	.000	.000	.000	.000	.000
Acceptance and learning HRIS will get you weightage over others in power and position.	Pearson Correlation	.239	.345	.303	.313	.278
	Sig. (2-tailed)	.000	.000	.000	.000	.000

Table 5.0 analyzing correlation between Acceptance & learning of HRIS and employee resistance in IT sector it was again found that Pearson Correlation is higher than 0.01 in general, hence it shows that there exist a significant relationship and positive

correlation between acceptance in learning HRIS and resistance ($r = .240, .301, .286, .246, .304$) on acceptance ($r = .172, .266, .350, .274, .370$) on improvement in the older system, ($r = .260, .458, .173, .369, .300$) on role of manager in accepting HRIS ($r = .276, .307, .418, .280, .275$) on education sector employees taking learning HRIS as a challenge and accepting it ($r = .239, .345, .303, .313, .278$) on getting weightage but not effecting resistance in learning HRIS. Comparatively in IT sector the acceptance level is more and the level of resistance is low, this is because in IT sector technical literacy is more and the internal atmosphere due to similar skill set amongst employee's acceptability is higher in learning HRIS and resistance is lower.

Discussion

Comparative analysis in Education and IT sectors on resistance in learning HRIS

Process and acceptance:

With the widespread division of information technology on a global scale, increasingly it has been witnessed that essentially the same technology is being used in many different cultures Calhoun, Kenneth J., Teng, James T. C. and Cheon, MyunJoong(2002) The system once integrated with any of the customized computerized practices such as HRIS in an organization for employee or work force this new working style once introduced, is a hard work & extra learning and acceptance, resulting to some resistance towards the employer and accepting change in both IT and Education sector organizations.

Here the group of willing but, not trained respondents who had no exposure on the system or had no or very less idea of the new style of working, shows avoidance or non-acceptance towards the new system, finding faults in the system, showing resistance towards learning and finally creating rift and exit. One of the potential problems of HRIS management is a lack of employee technical training and experience in information management. Rand Hani Al-Dmour, Steve Love, Zu'bi M.F. Al-Zu'bi. (2013). Timely training and attitude shift, pro system advice, gives the work force some learning and better acceptance. In the process some behavior patterns appear towards change, who are willing to take advantage of the technology, while others, particularly those associated with other cultural preferences, or those having old school attitude towards accepting change do not appear to accept or welcome the change. This attitude is seen in the education sector more rather than IT sector. Many factors can be discussed while comparing between education and IT sector organizations. Broadly the factors are divided into two main groups that show effect in both organizations on resistance with some difference in accepting HRIS.

Internal condition effecting resistance

- Organizational willingness: The percentage of willingness of the organization to implement the project is higher in IT sector in comparison to educational sector companies. The reason seems to be the pressure of implementation. In edu-

cational sector it's the pressure of selling the idea to the internal customers of the organization on system integration in the first step and implementation and completion later. The organization needs to prepare on technology resource, specifically required infrastructure, financial support and technical skills for implementation proving its readiness and willingness to reducing resistance in learning HRIS.

- **Organizational characteristics:** An organization's resources, transaction volumes, or total workforce defines the size of the organization Kimberly & Evanisko (1981). Overall gender wise analysis shows that in both the sector a mean of 3.70 in case of males and 3.99 in case of females out of 5 showed the acceptance level which also indicates the demographic characteristic and indicates that female respondents show less resistance and more adoptive behavior in learning HRIS
- **Untrained workforce and technical support:** It was found that comparatively in education sector the untrained workforce was more than in IT Sector Companies. This indicated that the resistance level was higher in education sector. The role of technical support in the educational sector companies is more due to lack of technology exposure and different core skill set. The technical support was found to play a major role in facilitating the respondents on technical knowhow and execute the implementation.
- **Less exposure:** It was found that in educational sector companies the respondents had less exposure to the ERP system. Though they had shown good percentage of acceptance level but the level of resistance was higher in comparison to the IT sector companies. In IT sector the respondents were technically skilled and acceptance was not the actual issue. It was found that the extension in quantity of work showed some level of resistance due to stress and implementation pressure.
- **Employee core skillset:** HR department should be responsible for advocating the need for HRIS, as it is in the best position to obtain and keep an organization's management commitment to HRIS. User participation is a critical factor to successful change. Pitman (1994). As executive workforce have considerable responsibility in system operations, hence their support is crucial. The answers of the respondents revealed that they need to get extra training to master the skill of learning HRIS in the education sector companies. The IT sector was comparatively comfortable in accepting HRIS.
- **Pro system advice by change implementers:** The role of HR managers and IT heads is considered to be very important in the sectors, education as well as IT. The major role in the education sector is for adoption while in IT its focus more on implementation. The education sector has comparatively lower level of innovation acceptance than IT.

External conditions effecting resistance

- **Competition:** This can effect internally in the IT sector as due to the unstable technical environment and turbulence in technology innovation adoption. The respondents are more technically skilled hence show less resistance in learning HRIS. In education sector external competition does not impact much on resistance as the technology is accepted under innovation process which is considered as additional skill rather than core skill. This gives choice option in learning HRIS hence level of resistance is higher than IT companies.
- **Marketing & project completion pressure:** Marketing companies and sale strategies put more pressure on both the sectors. There is a body of research that shows quality assistance from external IT experts, consultants, and vendors is one of the most important aspects of the IT adoption process Wong & Zhu, 2006; Ghobakhloo et al., 2011). The more the organizations move towards knowledge based economies the pressure continues to grow. Both education and IT sectors also focus on cost reduction, utilization of HR to its fullest, which puts equal pressure on the change implementers to complete the project in time. IT sector which is more tech-

nology friendly indicate less resistance than the education sector which feel a little undue stress due to skill learning and enhancement.

- **Government participation:** This effect the IT sector companies more than education sector. Small businesses get computerized through government incentive programs and occasionally government assistance. Policies, regulations, technological adoption and government legislations, gives strength to IT sector in getting government projects hence acceptance is more towards technology advancement. In education sector companies this factor does not affect much in comparison to IT sector. Technical skill advancement in private education sector does not show effectual government interaction.
- **Networking:** This factor affects more in IT sector due to better global connectivity and networking. Technology acceptance helps in business enhancement and creating global environment for technology acceptance. In education sector networking does not affect much but enhancement in knowledge technology and global connectivity in knowledge sharing gives some impetus to this sector to accept HRIS.

Conclusion

In this research it has been clearly visible that adoption behavior of the employees remains under researched. All the respondents of education sector showed a level of resistance due to lack of technical knowhow and less information on HRIS. Though they accepted it after the intervention and were willing to accept and adopt the new skill set.

On the basis of gender review it was seen that 70% of males and more than 72% of females accepted that HRIS will make changes in the working system. In cases of working environment, role of manager in reducing resistance, switching to HRIS willingly and on question of HRIS putting undue stress on the working system 74% males and 80% females out of (n=150) agreed to accept and adopt HRIS.

On the other hand in case of IT sector companies where the respondents were technically skilled and were comparatively more comfortable in accepting HRIS, indicated in gender review that 71% of males and more than 72% of females accepted that HRIS will make changes in the working system. In cases of working environment, role of manager in reducing resistance, switching to HRIS willingly and on question of HRIS putting undue stress on the working system 75% males and 85% females out of (n=150) agreed to accept and adopt HRIS. It is noted that practical implication of this technology has become an essential need of the hour. The study should be made to bridge the gap between resistance and acceptance wherein the role of change implementers becomes very crucial and important in reducing resistance and making employee accept change.

The role of organization in executing the project, financial inputs, willingness to implement the project and positive interventions would reduce the resistance among the employees of both the sectors which have only slight percentage difference in showing resistance. It is recommended that the organizations to reduce waste of inputs and resources should hire a dedicated team of change managers to implement HRIS so that the inputs in managing acceptability should get the maximum output.

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