

Human Resource Management Strategies and Teacher Efficiency in Higher Educational Institutions

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Abstract

In higher educational institutions, (HRM) practices play a vital role in shaping the work environment and influencing the efficiency and effectiveness of teachers. The impact of these HRM practices on teacher efficiency can be profound, affecting various aspects of their work lives, job satisfaction, and overall performance. Recruitment and selection processes are critical HRM practices that directly impact teacher efficiency. Institutions that employ rigorous and transparent recruitment processes to identify qualified and motivated candidates are more likely to have a skilled and committed teaching staff. By ensuring a good fit between the institution's values and the individual teacher's capabilities and aspirations, effective recruitment practices lay the foundation for teacher efficiency from the outset. Such initiatives not only enhance teachers' expertise but also boost their confidence and motivation, leading to increased efficiency in teaching, research, and other professional activities. Performance evaluation and feedback mechanisms are another key aspect of HRM practices that influence teacher efficiency. Constructive feedback helps teachers identify their professional development goals and adjust their teaching strategies accordingly, ultimately enhancing their efficiency and effectiveness in the classroom.

Keywords: *Workload management, Recognition and reward, Work Environment, Technology Integration and feedback mechanisms*

Introduction

Effective workload management and support services are essential for promoting teacher efficiency and preventing burnout. Institutions that prioritize workload balance, provide adequate resources, and offer support services such as counseling, mentoring, and administrative assistance create a work environment where teachers can thrive. By reducing stress and addressing work-related challenges, these HRM practices contribute to higher levels of teacher engagement, satisfaction, and efficiency. Recognition and rewards are also important HRM practices that can impact teacher efficiency. Institutions that acknowledge and reward teachers' contributions through various mechanisms, such as promotions, awards, and tenure, foster a culture of appreciation and excellence. By recognizing teachers' achievements and dedication, these practices motivate them to perform at their best and contribute positively to the institution's mission and goals. In conclusion, current HRM practices employed in higher educational institutions have a significant impact on teacher efficiency. By focusing on recruitment and selection, training and development, performance evaluation and feedback, workload management and support services, and recognition and rewards, institutions can create a supportive and conducive work environment where teachers can excel professionally. Ultimately, investing in effective HRM practices is not only beneficial for teachers but also essential for promoting institutional success and achieving excellence in higher education. The article provides empirical evidence to support the applicability of SDT in understanding work motivation among leaders and teachers in higher education. Berg et al. discuss the implications of their findings for management practices and organizational policies aimed at enhancing motivation and job satisfaction among academic staff. Berg, Peter, et al.'s article contributes to our understanding of work motivation among leaders and teachers in

Norwegian colleges and universities. By applying self-determination theory as a theoretical framework, the study offers insights into the motivational dynamics of academic staff and the factors that influence their satisfaction and engagement in the workplace. The findings have implications for leadership practices, organizational culture, and HRM strategies aimed at promoting a supportive and motivating work environment in higher education institutions.

Review and Research agenda

Research support is a vital component of (HRM) in higher education institutions, as it plays a critical role in fostering a culture of innovation, knowledge creation, and scholarly excellence among faculty members. HRM practices related to research support aim to provide faculty members with the resources, infrastructure, and opportunities necessary to conduct high-quality research and contribute to the advancement of knowledge in their respective fields. HRM practices involve identifying sources of research funding, facilitating grant applications, and allocating research funds to support faculty projects. By providing financial support for research activities such as data collection, laboratory equipment, and travel expenses, HRM practices enable faculty members to pursue ambitious research agendas and collaborate with peers nationally and internationally. Moreover, HRM practices related to research support include providing administrative assistance and infrastructure to facilitate the research process. This may involve supporting grant proposal development, managing research budgets, coordinating research collaborations, and providing access to research facilities and laboratories. By streamlining administrative processes and providing logistical support, HRM practices enable faculty members to focus on their research activities and maximize their productivity. Additionally, HRM practices play a crucial role in supporting faculty members' professional development as researchers. This may involve providing opportunities for research training, mentorship, and career development workshops. HRM practices also support faculty members in navigating the complexities of research ethics, intellectual property rights, and publication processes, ensuring that they adhere to ethical standards and best practices in research conduct.

HRM strategies and teacher efficiency in higher educational institutions

Research on (HRM) strategies and teacher efficiency in higher educational institutions has gained increasing attention due to the critical role of teachers in delivering quality education and the growing emphasis on organizational effectiveness in the education sector. Studies have investigated how these practices influence teacher motivation, job satisfaction, professional development, and ultimately, their efficiency in delivering instruction, conducting research, and fulfilling other academic responsibilities. Additionally, research in this area often explores the role of organizational culture and leadership styles in shaping HRM practices and fostering an environment conducive to teacher efficiency. Organizational culture characterized by values such as innovation, collaboration, and support for professional growth can positively impact teacher morale and motivation, leading to higher levels of efficiency. Similarly, leadership styles that prioritize teacher development, provide support and recognition, and promote a shared vision for educational excellence are associated with enhanced teacher performance and organizational success. By examining teachers' perspectives on recruitment processes, professional development opportunities, workload management, performance evaluation, and support services, researchers gain insights into the strengths and weaknesses of existing HRM strategies and identify areas for improvement. Overall, the research background on HRM strategies and teacher efficiency in higher educational institutions reflects a multidisciplinary approach, drawing on theories and methodologies from fields such as education, management, psychology, and sociology. By addressing complex issues related to HRM practices, organizational culture, leadership, and teacher performance, this body of research contributes to the development of evidence-based strategies for enhancing teaching effectiveness and improving educational outcomes in higher education contexts.

SHRM in higher education institutions

The authors aim to explore how SHRM principles can be effectively integrated into the organizational structures and practices of universities to enhance performance and achieve strategic objectives. The article begins by providing an overview of the evolving landscape of higher education, characterized by increased competition, globalization, and demands for accountability and efficiency. In this context, the authors argue that universities must adopt a strategic approach to human resource management to effectively respond to these challenges and capitalize on opportunities for growth and innovation. They highlight the need for universities to move beyond traditional personnel management

approaches and embrace SHRM principles that emphasize proactive planning, collaboration, and the development of human capital as a strategic asset. They emphasize the role of leadership in driving strategic HRM initiatives and creating a culture that values employee engagement, diversity, and continuous improvement. One key aspect of the article is the exploration of the challenges and barriers to implementing SHRM in higher education institutions. The article acknowledges that universities often face resistance to change, bureaucratic structures, and limited resources, which can hinder efforts to institutionalize strategic HRM practices. However, they argue that overcoming these challenges is essential for universities to remain competitive and achieve long-term success. Drawing on case studies and examples from both the academic literature and their own research, the authors provide insights into best practices for implementing SHRM in higher education. They highlight the importance of collaborative decision-making, communication, and stakeholder engagement in fostering a culture of strategic HRM. They call for greater attention to the unique challenges and opportunities facing universities in today's rapidly changing environment and emphasize the need for proactive leadership and strategic planning to navigate these complexities successfully.

Overview of the changing landscape of higher education

Trowler and Saunders' (2006) delve into how HRM strategies influence the professional identities, roles, and behaviors of academics, ultimately shaping the culture and dynamics of the academic community. The article begins by providing an overview of the changing landscape of higher education, characterized by increasing mercerization, managerialism, and accountability pressures. The researcher argued that these trends have significant implications for academic identity, as universities increasingly adopt corporate management practices and prioritize efficiency, performance metrics, and external funding. Central to the discussion is the concept of academic identity, which encompasses the values, beliefs, roles, and practices that define academics' sense of self and their professional identity within the academic community. The authors argue that HRM practices, such as performance management, recruitment, and career development, play a crucial role in shaping academic identity by influencing how academics perceive their roles, responsibilities, and relationships within the institution. The tensions and contradictions inherent in HRM practices that seek to balance academic autonomy and creativity with organizational control and efficiency. They highlight how performance metrics, targets, and accountability measures can impact academics' sense of autonomy, job satisfaction, and professional fulfillment. The article also examines the role of leadership in shaping academic identity and fostering a supportive and inclusive organizational culture. The importance of leadership styles that value academic autonomy, collaboration, and shared governance, as opposed to top-down managerial approaches that prioritize efficiency and compliance. The article contributes to our understanding of how HRM practices influence the production of academic identity in higher education. By highlighting the tensions between managerialism and academic autonomy, the authors shed light on the challenges and opportunities facing academics as they navigate the evolving landscape of higher education.

Role of HRM in enhancing organizational performance

The study provided insights into the perceived effectiveness of different HRM practices in enhancing organizational performance. The article contributes to our understanding of the role of HRM in enhancing organizational performance within the specific context of business schools in India. The unique challenges faced by business schools in India, such as competition for students, faculty, and resources, as well as the need to maintain academic quality and relevance in a rapidly changing business environment. Drawing on empirical evidence from a survey of business school faculty members in India,. By providing evidence-based insights into the effectiveness of HRM practices, the authors offer practical recommendations for business school administrators and leaders seeking to improve their institutions' performance and competitiveness in the global higher education landscape. Deem, Rosemary, et al. (2009) article begins by providing context on the emergence of new managerialism in higher education, driven by broader trends such as globalization, mercerization, and the increasing influence of neoliberal ideologies. The study explored how managerial practices such as performance measurement, target-setting, and quality assurance have influenced academic roles, identities, and relationships within the university. The authors highlight the tensions and contradictions inherent in the implementation of new managerialism, particularly in relation to the traditional values and norms of academia. They discuss how the emphasis on quantifiable outputs and outcomes can undermine the autonomy, creativity, and intellectual freedom of academics, leading to concerns about the commoditization and instrumentalization of knowledge within higher education. Drawing on empirical research and theoretical insights from the field of organizational studies, Deem

et al. provide a critical analysis of the changing management practices and organizational cultures of UK universities under the influence of new managerialism. They argue that while managerial reforms may improve efficiency and accountability in some respects, they also pose challenges to academic values, collegiality, and the pursuit of knowledge for its own sake. Deem et al.'s article sheds light on the complex interplay between new managerialism, knowledge production, and higher education management in the UK. By highlighting the tensions between managerial imperatives and academic values, the authors contribute to a broader understanding of the implications of managerial reforms for the future of higher education and academic work.

Key factors influencing teacher efficiency in higher education settings.

The article contributes to our understanding of the relationship between HRM practices and faculty retention in higher education institutions. By employing a mixed-methods approach, the study provides valuable insights into the factors influencing retention decisions and the role of HRM in promoting faculty satisfaction, engagement, and retention. The findings have implications for HRM policies and practices aimed at enhancing faculty retention and sustaining institutional excellence in higher education. Gomes, Jorge et al.'s (2014) investigates by acknowledging the importance of faculty retention for the success and sustainability of higher education institutions. Gomes et al. highlight the significance of retaining talented and experienced faculty members in maintaining academic quality, fostering student success, and enhancing institutional reputation. Using a mixed-methods approach, including surveys and interviews with faculty members and administrators, Gomes et al. investigate the perceptions, experiences, and preferences of faculty regarding HRM practices and their influence on retention decisions. They identify key factors such as job satisfaction, work environment, career development opportunities, compensation, and recognition, which play a significant role in faculty retention. Gomes et al. discuss the implications of their findings for higher education institutions, emphasizing the need for proactive approaches to talent management, leadership development, and organizational culture to attract and retain high-performing faculty members.

Need for the study

The authors highlight the significance of understanding the underlying factors that drive motivation among academic staff to inform management practices and promote organizational effectiveness. Central to the discussion is the application of self-determination theory (SDT) to examine the motivational dynamics of leaders and teachers in Norwegian higher education institutions. The authors explored how these needs influence work motivation, satisfaction, and performance among academic staff. Using survey data collected from leaders and teachers in Norwegian colleges and universities, Berg, Peter, et al.'s (2017) article begins by acknowledging the importance of work motivation in the higher education sector, where leaders and teachers play crucial roles in shaping institutional performance and student outcomes. Berg et al. investigate the extent to which SDT constructs predict work motivation and job satisfaction. They examine factors such as perceived autonomy in decision-making, opportunities for professional development and skill enhancement, and supportive relationships within the work environment.

Research objectives and Methodology

Drawing on empirical research and theoretical insights from the field of organizational studies, the authors provide a nuanced analysis of the complex relationship between HRM practices and academic identity. They call for greater reflexivity and dialogue within higher education institutions to ensure that HRM strategies align with academic values and support the development of a diverse and vibrant academic community. 400 sample respondents were selected for the study using convenient random sampling technique.

1. To identify the key factors influencing teacher efficiency in higher education settings.
2. To explore the role of organizational culture and leadership styles in promoting teacher efficiency within higher educational institutions.
3. To assess the extent to which factors such as job satisfaction, motivation, and professional development opportunities contribute to teacher efficiency.

4. To propose recommendations for improving human resource management strategies to optimize teacher efficiency and overall institutional performance in higher education.

Analysis, findings and Results

The designation and level of teacher efficiency have a significant impact on (HRM) practices in higher education institutions. As teachers play a crucial role in delivering quality education and contributing to the overall success of the institution, At higher levels of efficiency and designation, experienced and highly effective teachers often seek opportunities for professional growth, leadership roles, and increased autonomy in decision-making.

Table 1 Designation and level of teacher efficiency

Designation	Level of teacher efficiency			Total
	Low	Moderate	High	
Guest lecturer	27	55	33	115
	23.5%	47.8%	28.7%	100.0%
Assistant professor	38	85	35	158
	24.1%	53.8%	22.2%	100.0%
Associate professor	23	36	14	73
	31.5%	49.3%	19.2%	100.0%
Professor	16	24	14	54
	29.6%	44.4%	25.9%	100.0%
Total	104	200	96	400
	26.0%	50.0%	24.0%	100.0%

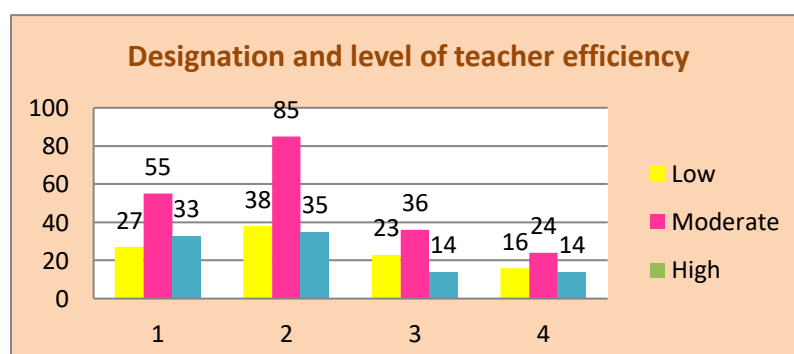
High percentage of the respondents working as guest lecture (47.8%), assistant professor (53.8%) professors (49.3%) and professor (44.4%) are moderately adopting the efficiency. HRM strategies must adapt to these changing dynamics to effectively recruit, retain, and support faculty members at different stages of their professional development. At the entry-level or junior positions, HRM practices may focus on attracting and selecting promising candidates with the potential for growth and development. Recruitment efforts may emphasize factors such as educational qualifications, teaching potential, and alignment with institutional values.

Table 2 Chi-Square test

Test	Chi-Square	df	CC	Sig.
Result	5.449	6	0.119	0.512

The result of the Chi-Square test shows that the calculated value (5.449) for the degree of freedom 6 is insignificant. The Contingency Coefficient value is 0.119 which is very less. The significance is found at 51.2%. Hence, it is concluded that there is no significant relationship between the designation of the teachers and the online teaching practices.

Chart: 01



In higher education, the designation of teacher efficiency significantly impacts human resource management (HRM) practices within institutions. As teachers progress through various stages of their careers, from entry-level positions to senior faculty or administrative roles, their level of efficiency and expertise evolves, influencing their needs, expectations, and contributions to the organization.

Teaching experience

Teaching experience significantly influences (HRM) practices within higher education institutions. As faculty members accumulate teaching experience, they acquire valuable insights, skills, and expertise that shape their professional development and contributions to the academic community.

Table 3 Experience and level of teacher efficiency

Experience	Level of teacher efficiency			Total
	Low	Moderate	High	
Less than 5	17	94	31	142
	12.0%	66.2%	21.8%	100.0%
5 to 10 years	33	64	45	142
	23.2%	45.1%	31.7%	100.0%
More than 10	54	42	20	116
	46.6%	36.2%	17.2%	100.0%
Total	104	200	96	400
	26.0%	50.0%	24.0%	100.0%

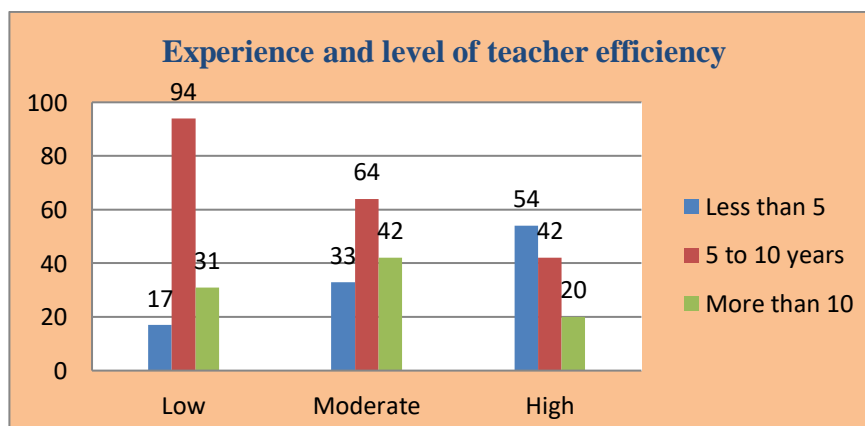
The above table depicts that the majority of the respondents based on the experience are moderately adopt the online teaching. 66.2% of the respondents from Less than 5 years of experience. 45.1% of the moderately experienced and 46.6% of the more experienced group respondents are in the low level of practice. The significance is tested as below.

Table 4 Chi-Square test

Test	Chi-Square	df	CC	Sig.
Result	2.247	4	0.065	0.627

For the degree of freedom 4, the calculated value of Chi-Square (2.247) is insignificant. The p value is 0.627 which more than 5% level of significance. It shows that there is no significant relationship. HRM practices must adapt to the varying needs and expectations of faculty members at different stages of their teaching careers to effectively support their growth, retention, and satisfaction within the organization. Entry-level faculty members with limited teaching experience may require targeted support and guidance to navigate the complexities of their roles and responsibilities

Chart: 02



Factors influencing teacher efficiency in higher education settings

HRM practices that promote professional development and career advancement contribute to academic autonomy by empowering faculty members to pursue their intellectual interests and academic goals. Providing resources for research, conference attendance, and sabbatical opportunities enables faculty members to explore new avenues of inquiry and contribute meaningfully to their fields of study.

Table 5
Key factors influencing teacher efficiency in higher education settings- Friedman Test

Dimension	Mean	Std. Deviation	Mean Rank
Alignment with Institutional Goals	1.98	.708	3.83
Autonomy and Academic Freedom	1.92	.728	3.68
Diverse Learning Environment	1.48	.722	2.60
Feedback and Evaluation Systems	2.64	1.025	5.01
Professional Development Opportunities	3.00	.777	5.89
Recognition and Rewards	1.74	.645	3.27
Research Support	1.95	.741	3.73
Supportive Work Environment	1.98	.708	3.83
Technology Integration	2.92	1.416	5.22
Workload Management	3.06	1.378	5.51
No. of Respondents	400		
Chi-Square	8.427		
df	9		
Asymp. Sig.	0.291		

The result from the Friedman test shows that the calculated Chi-Square value (8.427) for the degree of freedom 9 is insignificant. The significance is calculated at 29.1% which is more than 5%. Hence it is understood that the factors influencing teacher efficiency is almost same and do not have significant difference in the mean rank. Providing structured training programs, mentorship opportunities, and teaching assistantships to help novice faculty members develop essential teaching skills, pedagogical techniques, and classroom management strategies. Implementing regular performance evaluations and providing constructive feedback to faculty members to help them improve their teaching effectiveness and address areas of weakness. Autonomy and academic freedom are fundamental principles in higher education, shaping the culture, practices, and dynamics within academic institutions. Human resource management (HRM) practices play a critical role in fostering and safeguarding these principles, ensuring that faculty members have the independence and freedom to pursue scholarly inquiry, express diverse viewpoints, and contribute to knowledge creation and dissemination.

Implications of the study

Research design to examine the relationships between these HRM practices and indicators of teacher efficiency, such as student achievement, job satisfaction, and instructional effectiveness. Using quantitative data collected from surveys or administrative records, the extent to which HRM strategies are associated with measures of teacher efficiency. The study explores factors such as the alignment between HRM practices and school goals, the adequacy of resources and support services provided to teachers, and the effectiveness of performance evaluation systems in promoting teacher development and accountability. Kiran Hashmi's (2014) article begins by acknowledging the crucial role of teachers in the educational process and the significance of effective HRM strategies in optimizing their performance and enhancing overall school effectiveness. The importance of understanding the relationship between HRM practices and teacher efficiency to inform organizational policies and practices aimed at improving educational outcomes. The implications of the findings for school administrators, policymakers, and educators, emphasizing the importance of adopting evidence-based HRM practices to support teacher effectiveness and improve student outcomes. The article contributes to our understanding of the relationship between HRM strategies and teacher efficiency within schools.

Conclusion

HRM practices play a crucial role in upholding autonomy and academic freedom within higher education institutions. By recruiting candidates who value intellectual independence, implementing fair evaluation processes, and supporting faculty development, HRM practices contribute to a vibrant academic environment where scholarly inquiry thrives and diverse perspectives are celebrated. Research support is an essential component of HRM in higher education institutions, contributing to the scholarly productivity, reputation, and impact of faculty members and the institution as a whole. By providing funding, administrative support, and professional development opportunities, HRM practices enable faculty members to conduct innovative research, advance knowledge in their disciplines, and contribute to the intellectual vibrancy of the academic community. One key HRM practice that supports autonomy and academic freedom is recruitment and selection. By selecting candidates who value intellectual inquiry and critical thinking, HRM practices contribute to the preservation of academic autonomy within the institution. HRM practices related to performance evaluation and tenure review processes must uphold the principles of academic freedom. Faculty members should have the freedom to pursue research topics of their choosing, express dissenting opinions, and engage in scholarly activities without fear of reprisal. Transparent and fair evaluation criteria, coupled with mechanisms for protecting academic freedom, ensure that faculty members can exercise autonomy in their scholarly endeavors.

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