
A STUDY ON IMPACT OF HRM PRACTICES ON JOB SATISFACTION, PROFESSIONAL DEVELOPMENT & PERFORMANCE OF TEACHING FACULTIES IN NAAC 'A' GRADE HEIS IN KARNATAKA

Prof. Ishwara P

Professor, Department of Commerce, Mangalore University, Mangalore
ishwara_p@rediffmail.com

Abstract

The present research work on 'A Study on Impact of HRM Practices on Job Satisfaction, Professional Development & Performance of Teaching Faculties in NAAC 'A' Grade HEIs in Karnataka' was carried out with the specific objectives. The study reveals that regardless of institutional type, overall, Human Resource Management Practices were poor (2.89 ± 0.35) in the institutions. Further, with regard to institutional type, there was highly significant difference in overall Human Resource Management Practices in State Universities (3.08 ± 0.43), Autonomous Colleges (3.09 ± 0.17) and University Affiliated Colleges (2.51 ± 0.31) with $p=0.000<0.01$. Hence, the Human Resource Management Practices were good in Autonomous Colleges and State Universities, while these practices were poor in University Affiliated Colleges. Overall, the HRM practices made highly significant impact on Teachers" Research Performance in the respondent HEIs with $p=0.000<0.01$.

Keywords: Higher Education Institutions, HRM practices, NAAC A Grade, Teaching faculty, Perception, Awareness, Satisfaction, Expectation, etc.

1. INTRODUCTION

Quality of Higher Education (HE) is the significant contributor for all-round development of people and their country. The reports of ranking agencies for world ranking of HEIs reveal that the developed countries like USA, UK, Germany, etc. have world class universities occupying top positions in the world ranking list of HEIs, while India as a developing country is unable to have just one university in the list of top 100 or at least top 200 universities at the global level.

As per the Government of India report, India is one of the youngest nations in the world with more than 54% of its total population below 25 years of age. This necessitates that youth in the country are equipped with skills and knowledge to join the workforce through education and training. However, a large proportion of the products of higher education system in India lack employable skills. This has substantially lowered the credibility of Indian higher

education system. The utility of higher education in assuring employment remains questionable. Many graduate and post-graduate students do not get jobs in their respective fields. Hence, students of Indian higher education system should be equipped with necessary skills and knowledge by offering qualitative higher education. Nobody denies the fact that quality of human resource or teaching faculty of HEIs is one of the factors deciding the quality of higher education. Though HEIs fulfill human resource needs of corporate and other sectors of the country, HRM is the least focused and highly neglected function in HEIs when compared to other sectors in India. Unlike corporate and other sectors of the country, HEIs with separate HR departments headed by specialized HR staff with strategic focus on HR functions are very rarely found. Hence, for qualitative improvement of HEIs and to help them become world class teaching and research institutions, HEIs in India should be strengthened through effective human resource management of teaching faculty along with required infrastructure. Service excellence is an integral part of higher education delivery (Matlay, 2009). In this endeavor for service excellence, success of an educational institution is believed to depend foremost on the quality of its human resources and HRM is the heart of any successful educational administration (Jones & Walters, 1994). In order to deliver the best service and gain competitive advantage, HEIs are striving to recruit, train and develop highly motivated and committed employees (Khan & Matlay, 2009). Further, higher education has become a new emerging business. Stiff competition among the universities and their aim to achieve top positions in the world ranking of universities make the management of human resources in universities just as challenging as it is in private sector. The internationalization and globalization of universities create new challenges for universities and their HR departments (Sarip & Royo, 2014). This has prompted the researcher to know the present scenario of HRM policies and practices in HEIs and their impact on job satisfaction, professional development and performance of the teaching professionals in Karnataka State.

2.1.OBJECTIVES OF THE STUDY

The present study carried out with the following objectives:

- a) To study the demographic characteristics of the respondent HEIs and the respondent teaching faculties.
- b) To measure and assess the level satisfaction of teaching professionals towards different HRM practices in HEIs of Karnataka State

- c) To study the impact of HRM practices on teaching professionals Satisfaction, Professional Development and Performance in HEIs.
- d) To offer pragmatic suggestions to HEIs and professionals for improvement based on the research findings.

2.2. RESEARCH HYPOTHESES

To fulfill the above research objectives and based on observations from the review of literature, the following hypotheses were formulated for testing in this study:

- a) There is no significant association between organizational characteristics of HEIs and HRM Practices
- b) There is no significant impact of the HRM practices on teaching Professionals job satisfaction, professional development and job performance in HEIs.

2.3. RESEARCH METHODOLOGY

This exploratory study on HRM practices in higher education used both quantitative and qualitative data. The data was collected from the teaching respondents of HEIs. The study covered 4 State Universities, 4 Constituent Colleges, 7 Autonomous Colleges and 33 University Affiliated Colleges in the State of Karnataka which were accredited by the National Assessment and Accreditation Council (NAAC) with 'A' grade. These HEIs are located at different administrative divisions of the State of Karnataka.

Slovin's formula has been used to determine sample size, 370 is the minimum sample size needed as per, larger sample size of 500 was considered for the study. Based on population of employees (4930) and sample size (500), proportionate sample of employees for survey was determined for each administrative division, for each HEI selected for study and for each employee designation/category. The details of population of employees designation-wise under each administrative division and proportionate sample of employees selected for the study

Table-1: Population and Sample of teaching faculties in selected divisions of Karnataka State

Administrative Divisions	Professors (Govt. staff)		Associate Professors (Govt. and aided staff)		Assistant Professors (Govt. and aided staff)		Lecturers (Unaided/Mgt. staff)		Guest Faculty (Temporary staff)		Total	
	Population	Sample	Population	Sample	Population	Sample	Population	Sample	Population	Sample	Population	Sample
Mysore Division	211	21	258	26	192	19	805	82	489	50	1955	198
Bangalore Division	-	-	94	10	125	13	1260	128	31	3	1510	154
Belgaum Division	108	11	279	28	145	15	364	37	170	17	1066	108
Kalburgi Division	42	5	123	12	42	4	169	17	23	2	399	40
Total	361	37	754	76	504	51	2598	264	713	72	4930	500

Source: Survey data

3. DATA ANALYSIS AND INTERPRETATION

Table-2 Respondent teachers level of satisfaction towards Recruitment and Selection Practices in HEIs

Sl. No.	Employee Recruitment And Selection Practices	Types of institutions	Mean	S.D.	Median	KW test	d.f.	p				
1	Recruitment Methods/Techniques Followed In This Institution Are Very Effective In Attracting Suitable Candidates	State Universities	3.16	1.06	3.00	4.68	2	0.096 NS				
		Autonomous Colleges	3.43	0.88	4.00							
		University Affiliated Colleges	3.31	1.07	3.00							
		Total	3.28	1.04	3.00							
2	The Selection Techniques Followed In This Institution Are Very Effective In Selecting Suitable Candidates	State Universities	3.16	1.06	3.00	8.62	2	0.013 Sig				
		Autonomous Colleges	3.53	0.92	3.50							
		University Affiliated Colleges	3.38	0.99	4.00							
		Total	3.34	1.01	3.00							
3	Candidates Subject Knowledge, Communication Skills, Language Skills Etc. Are Being Tested Before Final Selection	State Universities	3.30	1.13	3.00	28.67	2	0.000 HS				
		Autonomous Colleges	4.07	0.66	4.00							
		University Affiliated Colleges	3.63	1.02	4.00							
		Total	3.60	1.04	4.00							
4	Selection Process Is Carried Out By Subject Experts From Outside	State Universities	3.42	1.10	4.00	11.61	2	0.003 HS				
		Autonomous Colleges	3.11	0.98	3.00							
		University Affiliated Colleges	3.15	1.19	3.00							
		Total	3.25	1.13	4.00							
5	Applicants Undergo	State Universities	4.15	0.69	4.00	0.95	2	0.622				

	Interviews Before Being Selected	Autonomous Colleges	4.16	0.50	4.00			NS
		University Affiliated Colleges	4.19	0.65	4.00			
		Total	4.17	0.64	4.00			
6	Applicants For Jobs Take Formal Test (Written) Before Being Selected	State Universities	2.60	1.22	2.50	0.13	2	0.936 NS
		Autonomous Colleges	2.58	1.06	3.00			
		University Affiliated Colleges	2.60	1.33	2.00			
		Total	2.59	1.25	2.00			
7	Applicants For Jobs Give Formal Presentation Before Being Selected	State Universities	3.35	1.11	4.00	39.48	2	0.000 HS
		Autonomous Colleges	4.07	0.56	4.00			
		University Affiliated Colleges	3.90	0.93	4.00			
		Total	3.80	0.99	4.00			
8	This Institution Communicates Performance Results To Each Candidate At The End Of The Selection Process	State Universities	2.90	1.03	3.00	13.88	2	0.001 HS
		Autonomous Colleges	3.26	0.90	3.00			
		University Affiliated Colleges	3.16	1.25	3.00			
		Total	3.10	1.14	3.00			
9	Appointment Of Teachers In This Institution Is Based On Academic Performance Indicator (API) Scores	State Universities	3.57	1.11	4.00	33.71	2	0.000 HS
		Autonomous Colleges	3.34	0.80	3.00			
		University Affiliated	2.90	1.01	3.00			

		Colleges						
		Total	3.21	1.05	3.00			
10	Recruitment Of Qualified Candidates Is Not Affected By The Prevailing Employee Compensation In The Institution	State Universities	2.64	1.21	3.00	6.91	2	0.062 NS
		Autonomous Colleges	2.59	0.89	3.00			
		University Affiliated Colleges	2.39	1.13	2.00			
		Total	2.50	1.12	2.50			
11	Temporary Appointments In The Institution Has Not Affected The Quality Of Higher Education	State Universities	2.58	0.96	3.00	6.02	2	0.059 NS
		Autonomous Colleges	2.92	0.96	3.00			
		University Affiliated Colleges	2.66	1.13	3.00			
		Total	2.68	1.05	3.00			
12	Recruitment Of Teaching Staff In This Institution Is Adequate	State Universities	3.13	0.89	3.00	45.99	2	0.000 HS
		Autonomous Colleges	3.59	0.92	4.00			
		University Affiliated Colleges	3.73	0.93	4.00			
		Total	3.52	0.95	4.00			
13	Perception Towards Overall Recruitment And Selection Practices	State Universities	3.32	0.71	3.37	4.34	2	0.114 NS
		Autonomous Colleges	3.38	0.40	3.45			
		University Affiliated Colleges	3.10	0.63	3.10			
		Total	3.25	0.63	3.33			

Source: Survey data

Table-3 Teachers level of satisfaction towards Training and Development Practices in the respondent HEIs

Sl. No.	Employee training and development practices	Types of institutions	Mean	S.D.	Median	KW test	d.f.	p
1	This institution has been sending teachers for training and development opportunities periodically	State Universities	3.36	1.31	3.00	12.50	2	0.002 HS
		Autonomous Colleges	3.23	0.95	3.00			
		University	2.90	1.27	4.00			
		Affiliated Colleges	2.90	1.27	4.00			
		Total	3.20	1.24	4.00			
2	This institution has been sending teachers for training and development compulsorily	State Universities	2.56	1.14	2.00	15.39	2	0.000 HS
		Autonomous Colleges	3.11	0.94	3.00			
		University	2.90	1.21	3.00			
		Affiliated Colleges	2.90	1.21	3.00			
		Total	2.84	1.16	3.00			
3	Teachers have access to information about conferences, workshops, training and development opportunities	State Universities	4.22	0.60	4.00	3.40	2	0.183 NS
		Autonomous Colleges	4.08	0.61	4.00			
		University	4.14	0.70	4.00			
		Affiliated Colleges	4.14	0.70	4.00			
		Total	4.15	0.66	4.00			
4	The top administration of this institution invests a considerable amount of time and resources to ensure faculty development	State Universities	3.15	1.10	3.00	17.07	2	0.000 HS
		Autonomous Colleges	3.50	0.96	4.00			
		University	2.90	1.17	3.00			
		Affiliated Colleges	2.90	1.17	3.00			
		Total	3.13	1.13	3.00			
5	In this institution, investment in human assets for training and development is treated as	State Universities	2.46	1.17	3.00	20.28	2	0.000 HS
		Autonomous Colleges	3.22	0.93	3.00			
		University	2.83	1.25	3.00			

	strategically important	Affiliated Colleges						
		Total	2.78	1.20	3.00			
6	This institution sends employees for training based on their promotional requirements	State Universities	3.54	1.07	4.00	4.30	2	0.117 NS
		Autonomous Colleges	3.33	1.12	3.00			
		University Affiliated Colleges	3.34	1.10	3.00			
		Total	3.40	1.10	3.00			
7	This institution sends employees for training based on their initiative	State Universities	3.88	0.81	4.00	1.49	2	0.476 NS
		Autonomous Colleges	3.70	0.92	4.00			
		University Affiliated Colleges	3.80	1.02	4.00			
		Total	3.81	0.94	4.00			
8	Management deputed those employees for training who actually need training	State Universities	2.95	0.86	3.00	2.19	2	0.335 NS
		Autonomous Colleges	2.90	0.88	3.00			
		University Affiliated Colleges	2.91	1.03	3.00			
		Total	2.93	0.95	3.00			
9	Management deputed teachers for training based on their performance rating	State Universities	2.75	0.75	3.00	12.23	2	0.062 NS
		Autonomous Colleges	2.92	0.81	3.00			
		University Affiliated Colleges	2.61	0.91	3.00			
		Total	2.71	0.85	3.00			
10	Management deputed teachers for training based on students' feedback on poor performance	State Universities	2.65	1.01	2.00	24.07	2	0.075 NS
		Autonomous Colleges	2.50	0.67	3.00			
		University Affiliated Colleges	2.47	1.09	2.00			
		Total	2.46	1.02	2.00			

11	Management deputed teachers for training based on seniority	State Universities	2.50	1.15	3.00	17.21	2	0.000 HS
		Autonomous Colleges	3.10	0.77	3.00			
		University Affiliated Colleges	2.52	1.06	2.00			
		Total	2.63	1.06	3.00			
12	The curriculum of training programmes was up-to-date.	State Universities	3.31	0.78	3.00	0.08	2	0.961 NS
		Autonomous Colleges	3.33	0.83	3.00			
		University Affiliated Colleges	3.30	0.90	3.00			
		Total	3.31	0.85	3.00			
13	Training methods (e.g., lecture, lecture cum interaction, group discussion, seminars, field visits, etc.) were appropriate	State Universities	3.44	0.80	3.00	0.42	2	0.809 NS
		Autonomous Colleges	3.36	0.92	3.50			
		University Affiliated Colleges	3.44	0.83	4.00			
		Total	3.43	0.84	4.00			
14	Teaching aids used for training (audio-visual aids, slides, photographs, printed materials, etc.) were appropriate	State Universities	3.45	0.84	3.00	0.57	2	0.751 NS
		Autonomous Colleges	3.43	0.97	3.50			
		University Affiliated Colleges	3.49	0.89	4.00			
		Total	3.47	0.89	4.00			
15	Facilities provided at the training (e.g., lodging, boarding, library, furniture, infrastructure, etc.) were up to the standard	State Universities	3.49	0.75	3.00	11.38	2	0.003 HS
		Autonomous Colleges	3.36	0.85	3.00			
		University Affiliated Colleges	3.14	0.95	4.00			
		Total	3.36	0.88	3.00			
16	Trainees' feedback is being	State Universities	3.57	0.71	3.00	3.01	2	0.222 NS

	collected at the end of each training	Autonomous Colleges	3.41	0.92	3.00			
		University Affiliated Colleges	3.58	0.86	4.00			
		Total	3.55	0.83	4.00			
17	Faculty training is being imparted similar to corporate profit oriented entities by inviting professional trainers	State Universities	2.61	1.13	3.00	6.40	2	0.061 NS
		Autonomous Colleges	2.68	0.93	3.00			
		University Affiliated Colleges	2.64	1.15	3.00			
		Total	2.62	1.11	3.00			
18	Employee training is given as much importance as it deserves since higher education institutions (HEIs) prepare HR to different sectors	State Universities	2.71	1.25	3.00	12.29	2	0.002 HS
		Autonomous Colleges	3.14	0.95	3.00			
		University Affiliated Colleges	2.70	1.04	3.00			
		Total	2.78	1.10	3.00			
19	This institution is helping teachers in availing financial assistance under special schemes of UGC for faculty development	State Universities	3.46	1.06	4.00	15.69	2	0.000 HS
		Autonomous Colleges	3.38	1.01	3.00			
		University Affiliated Colleges	2.90	1.09	3.00			
		Total	3.20	1.08	3.00			
20	PERCEPTION TOWARDS OVERALL TRAINING AND DEVELOPMENT PRACTICES	State Universities	3.20	0.59	3.21	1.45	2	0.484 NS
		Autonomous Colleges	3.25	0.48	3.22			
		University Affiliated Colleges	3.05	0.53	3.15			
		Total	3.15	0.54	3.21			

Source: Primary data

Table: -4

Teaching faculties satisfaction towards Compensation Practices in the respondent HEIs

Sl. No.	Employee compensation practices	Types of institutions	Mean	S.D.	Median	KW Test	d.f.	p
1	Employee compensation in this institution is as good as compensation paid to other comparable employees in HEIs	State Universities	2.98	1.36	3.00	2.53	2	0.283 NS
		Autonomous Colleges	2.96	1.26	3.00			
		University Affiliated Colleges	2.94	1.41	3.00			
		Total	2.96	1.37	3.00			
2	Employee compensation is appropriate for their experience	State Universities	2.92	1.41	4.00	2.13	2	0.345 NS
		Autonomous Colleges	2.91	1.26	3.00			
		University Affiliated Colleges	2.82	1.38	2.00			
		Total	2.88	1.37	3.00			
3	Employee compensation is appropriate for their performance	State Universities	2.91	1.40	3.00	3.83	2	0.147 NS
		Autonomous Colleges	2.91	1.19	3.00			
		University Affiliated Colleges	2.75	1.37	2.50			
		Total	2.84	1.35	3.00			
4	Employee compensation is being disbursed in time	State Universities	3.27	1.54	4.00	3.44	2	0.179 NS
		Autonomous Colleges	3.30	1.07	4.00			
		University Affiliated Colleges	3.25	1.24	4.00			
		Total	3.24	1.32	4.00			
5	Criteria used for fixation of compensation are fair and justifiable	State Universities	2.93	1.41	3.00	4.06	2	0.131 NS
		Autonomous Colleges	2.91	0.98	3.00			
		University Affiliated Colleges	2.89	1.21	3.00			
		Total	2.91	1.24	3.00			
6	The faculty compensation in this institution is capable of attracting and retaining competent teachers	State Universities	2.89	1.35	3.00	5.39	2	0.068 NS
		Autonomous Colleges	2.52	0.97	2.00			
		University Affiliated Colleges	2.73	1.18	3.00			
		Total	2.74	1.20	3.00			
7	Employee compensation is sufficient to attain their self- interests (like building/buying house, car, paying children school fee, etc.)	State Universities	2.69	1.40	3.00	11.41	2	0.163 NS
		Autonomous Colleges	2.58	1.20	2.00			
		University Affiliated Colleges	2.53	1.34	2.00			
		Total	2.58	1.35	2.00			
8	Employee special initiatives have always been recognised and rewarded in time	State Universities	2.48	1.12	2.00	3.77	2	0.152 NS
		Autonomous Colleges	2.70	1.08	3.00			
		University Affiliated Colleges	2.71	1.17	3.00			
		Total	2.64	1.14	3.00			

9	The present scheme of payment to temporary faculty in this institution is sufficient for their minimum subsistence	State Universities	2.37	1.11	2.00	7.16	2	0.068 NS
		Autonomous Colleges	2.36	1.12	2.00			
		University Affiliated Colleges	2.33	1.06	2.00			
		Total	2.32	1.09	2.00			
10	Temporary teaching staff has the privilege of getting vacation salary and non salary benefits	State Universities	1.90	1.05	2.00	81.85	2	0.000 HS
		Autonomous Colleges	3.13	1.12	3.00			
		University Affiliated Colleges	2.84	1.17	3.00			
		Total	2.60	1.22	2.00			
11	The present system of compensation for temporary staff has not affected the quality of higher education	State Universities	2.95	1.16	3.00	5.49	2	0.064 NS
		Autonomous Colleges	2.94	1.03	3.00			
		University Affiliated Colleges	2.96	1.20	3.00			
		Total	2.93	1.16	3.00			
12	The present compensation system in general in higher education has brought about improvement in the quality of education	State Universities	2.98	1.09	3.00	15.46	2	0.072 NS
		Autonomous Colleges	2.97	0.95	3.00			
		University Affiliated Colleges	2.95	1.23	3.00			
		Total	2.97	1.16	3.00			
13	OVERALL LEVEL OF EMPLOYEE PERCEPTION TOWARDS COMPENSATION PRACTICES	State Universities	2.77	0.96	3.00	0.90	2	0.637 NS
		Autonomous Colleges	2.89	0.63	2.92			
		University Affiliated Colleges	2.79	0.79	2.83			
		Total	2.80	0.82	2.92			

Source: Survey

Table: 5 Teaching faculties perceived level of satisfaction towards Promotion Practices

Sl. No.	Employee promotion practices	Types of institutions	Mean	S.D.	Median	KW test	d.f.	p
1	Criteria of merit measurement for employee promotion	State Universities	3.05	0.81	3.00	1.77	2.00	0.413 NS
		Autonomous Colleges	2.88	0.89	3.00			
		University Affiliated Colleges	2.91	0.97	3.00			
		Total	2.95	0.91	3.00			
2	Value attached to seniority in employee promotion	State Universities	3.13	0.77	3.00	3.73	2.00	0.155 NS
		Autonomous Colleges	3.10	1.00	3.00			
		University Affiliated	2.88	1.01	3.00			

		Colleges						
		Total	3.07	0.95	3.00			
3	Value attached to teaching effectiveness in employee promotion	State Universities	2.86	0.85	3.00	0.75	2.00	0.686 NS
		Autonomous Colleges	2.75	0.93	3.00			
		University Affiliated Colleges	2.79	1.01	3.00			
		Total	2.81	0.95	3.00			
4	Value attached to faculty contribution for educational innovation, design of new course, curricula, etc. in promotion	State Universities	3.07	0.79	3.00	5.20	2.00	0.035 S
		Autonomous Colleges	3.05	1.06	3.00			
		University Affiliated Colleges	2.70	0.87	3.00			
		Total	2.91	0.88	3.00			
5	Value attached to continuing education of employee in promotion	State Universities	3.16	0.79	3.00	4.55	2.00	0.044 S
		Autonomous Colleges	3.13	1.00	3.00			
		University Affiliated Colleges	2.90	0.88	3.00			
		Total	3.04	0.88	3.00			
6	Value attached to administrative works undertaken by the teacher in his/her promotion	State Universities	3.19	0.77	3.00	1.77	2.00	0.042 S
		Autonomous Colleges	3.15	0.83	3.00			
		University Affiliated Colleges	2.60	0.88	3.00			
		Total	2.96	0.84	3.00			
7	Value attached to research and other scholarly achievements of teacher in his/her promotion	State Universities	3.33	0.93	3.00	2.20	2.00	0.333 NS
		Autonomous Colleges	3.20	0.94	3.00			
		University Affiliated Colleges	3.13	0.94	3.00			
		Total	3.18	0.94	3.00			
8	Fairness in awarding employee promotion	State Universities	3.21	0.80	3.00	0.76	2.00	0.043 S
		Autonomous Colleges	3.13	0.76	3.00			
		University Affiliated Colleges	2.79	0.91	3.00			
		Total	3.03	0.84	3.00			

		Total	3.04	0.85	3.00			
9	OVERALL SATISFACTION TOWARDS EMPLOYEE PROMOTION PRACTICES	State Universities	3.15	0.63	3.00	0.77	2.00	0.039 S
		Autonomous Colleges	3.10	0.78	3.00			
		University Affiliated Colleges	2.62	0.77	3.00			
		Total	2.95	0.73	3.00			

Source: Survey data

RESULTS OF HYPOTHESIS TESTING

Table:6 Impact of HRM practices on teachers job satisfaction in the respondent HEIs

Sl. No.	HRM Practices	Total		State Universities		Autonomous Colleges		University Affiliated Colleges	
		Standar- dised Beta	p	Standar- dised Beta	p	Standar- dised Beta	p	Standar- dised Beta	p
1	Employee Recruitment and Selection	0.186	0.000	0.025	0.769	0.136	0.167	0.289	0.000
2	Employee Training and Development	0.119	0.006	0.082	0.371	0.091	0.414	0.156	0.005
3	Employee Performance Appraisal	0.203	0.000	0.183	0.015	0.249	0.040	0.071	0.041
4	Employee Compensation	0.385	0.000	0.599	0.000	0.224	0.046	0.315	0.000
5	Employee Promotion	-0.056	0.094	-0.092	0.109	-0.206	0.063	-0.062	0.197
6	Adjusted R ²	0.621		0.747		0.640		0.477	
7	ANOVA „p“	0.000<0.01		0.000<0.01		0.000<0.01		0.000<0.01	

Source: Survey data

The null hypothesis stated that “there is no significant impact of the HRM practices on employee job satisfaction in HEIs” is rejected with $p = 0.000 < 0.01$. It is conclude that the HRM practices had highly significant impact on employee job satisfaction in the

respondent HEIs. The HRM practices had more impact on employee job satisfaction in State Universities (with rate of impact on satisfaction 74.7 per cent) when compared to Autonomous Colleges (with rate of impact on satisfaction 64 per cent) and University Affiliated Colleges (with rate of impact on satisfaction 47.7 per cent). The overall influence of the HRM practices on teachers job satisfaction across the institutions was 62.1 per cent.

Table:7 Impact of HRM practices on Teachers' Professional Development in the respondent HEIs

Sl. No.	HRM Practices	Total		State Universities		Autonomous Colleges		University Affiliated Colleges	
		Standardised Beta	p	Standardised Beta	p	Standardised Beta	p	Standardised Beta	p
1	Employee Recruitment and Selection	0.165	0.000	0.181	0.020	0.212	0.029	0.159	0.026
2	Employee Training and Development	0.125	0.008	0.102	0.217	0.033	0.762	0.132	0.057
3	Employee Performance Appraisal	0.144	0.000	0.114	0.092	0.251	0.035	0.047	0.437
4	Employee Compensation	0.400	0.000	0.542	0.000	0.294	0.008	0.317	0.000
5	Employee Promotion	-0.045	0.213	-0.037	0.467	-0.039	0.717	-0.128	0.034
6	Adjusted R ²	0.553		0.748		0.594		0.323	
7	ANOVA „p“	0.000<0.01		0.000<0.01		0.000<0.01		0.000<0.01	

Source: Survey data

The null hypothesis state that “there is no significant impact of the HRM practices on Teachers’ Professional Development in HEIs” is rejected (with $p=0.000<0.01$). We conclude that the HRM practices had highly significant impact on Teachers’ Professional Development in the respondent HEIs. The HRM practices had more impact on Teachers’ Professional Development in State Universities (with rate of impact on Teachers’ Professional Development 8 per cent) compared to Autonomous

Colleges (with rate impact on Teachers’ Professional Development 59.4 per cent) and University Affiliated Colleges (with rate of impact on Teachers’ Professional Development 32.3 per cent). The overall influence of the HRM practices on Teachers’ Professional Development across the HEIs was 55.3 per cent.

Table: 8 Impact of HRM practices on Teachers’ Performance in the respondent HEIs

Sl. No.	HRM Practices	Total		State Universities		Autonomous Colleges		University Affiliated Colleges	
		Standardized Beta	p	Standardized Beta	p	Standardized Beta	p	Standardized Beta	p
1	Employee Recruitment and Selection	-0.153	0.020	-0.529	0.000	0.082	0.504	-0.038	0.681
2	Employee Training and Development	0.105	0.115	0.154	0.297	0.125	0.370	-0.026	0.772
3	Employee Performance Appraisal	-0.139	0.012	0.067	0.579	-0.355	0.019	-0.029	0.717
4	Employee Compensation	0.257	0.000	0.565	0.000	0.356	0.012	0.146c	0.072
5	Employee Promotion	-0.098	0.060	-0.188	0.044	0.287	0.038	-0.051	0.520
6	Adjusted R ²	0.100		0.192		0.104		0.020	
7	ANOVA „p”	0.000<0.01		0.000<0.01		0.001<0.01		0.089>0.05	

The null hypothesis states that “there is no significant impact of the HRM practices on Teachers’ Performance in HEIs” is rejected (with $p=0.000<0.01$). We conclude that the HRM practices made highly significant impact on Teachers’ Research Performance in the respondent HEIs. The HRM practices made more impact on Teachers’ Performance in State Universities (with rate of impact on teachers’ performance 19.2 per cent) and Autonomous Colleges (with rate of impact on teachers’ performance 10.4 per cent) when compared to University Affiliated Colleges (with rate of impact on teachers’ performance 2 per cent). The overall influence of the HRM practices on Teachers’ Performance across the respondent HEIs was 10 per cent.

4. SUGGESTIONS

Higher Education Institutions should be professionally managed. Only if the institute is professionally managed, the best students and the world class faculty members can be attracted and the institutes can remain at the top. In professional oriented HEIs, the insertion of experts from industry for teaching purposes is a regular practice. For example, experienced and qualified management executives, accountants and economists are appointed in professional oriented schools to teach these important disciplines.

Every HEI should come out with a handbook on its HR policies which should be circulated among its employees. All the faculty members including teaching and non-teaching staff should be sensitized about HR policies and practices in the institution to get the best outcome.

Regular performance appraisal of teaching staff should be carried out and all their benefits should be linked to Performance Based Appraisal System. Self appraisal, evaluation by principal and vice-principal, committee evaluation, HOD report, examination section report, students' evaluation, students' feedback from time to time, students' suggestion box, evaluation by senior teachers, etc. should be carried out to evaluate faculty performance. While computing API scores of faculty members, original research work should be identified and research publications in the reputed journals of international standard should be taken into account. Prizes and incentives may be given to the best teachers on the basis of their performance appraisal result in relation to teaching and research.

Since Performance Appraisal Policies were poor in University Affiliated Colleges and as respondents of University Affiliated Colleges were also dissatisfied with Performance Appraisal Practices, the concerned University Affiliated Colleges should come out with transparent performance based appraisal system on continuous basis with incentives for better performance to all the categories of staff.

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