

EVALUATING THE IMPACT OF STRATEGIC HRM POLICIES ON FACULTY PERFORMANCE IN MANAGEMENT EDUCATION INSTITUTES IN VIDARBHA

Manish Awasthi ¹, Dr. Mahendra D Ingole ² and Dr. A Lenin Jothi ³

¹ Research Scholar, School of Management Studies,
G.H. Rasoni University, Amravati. Email: moa007@gmail.com

^{2,3} Associate Professor, School of Management Studies,
G.H. Rasoni University, Amravati.
Email: ²mahendra.mdingole@gmail.com, ³lenin.jothi@ghru.edu.in

DOI: [10.5281/zenodo.11365393](https://doi.org/10.5281/zenodo.11365393)

Abstract

The paper investigates the impact of strategic Human Resource Management (HRM) policies on the performance of faculty members in management education institutes in Vidarbha, India. It explores how effective HRM practices, including recruitment, training, performance appraisal, and compensation management, contribute to enhanced faculty performance, thus affecting overall educational quality. The study employs both qualitative and quantitative research methodologies, involving surveys and interviews with faculty members and administrative staff across several institutes. Findings indicate a strong correlation between strategic HRM practices and improved faculty performance, suggesting that targeted HRM policies can lead to significant advancements in educational outcomes.

Keywords: HRM, Faculty Performance, Management Education Institutes, Vidarbha.

INTRODUCTION

HRM plays a crucial role in shaping the capabilities and motivation of educational institution faculty. Strategic HRM policies play an even more important role in management education, where the quality of instruction has a direct impact on future business leaders [1]. The purpose of this paper is to investigate the connection between faculty performance and HRM practices at management education institutes in Vidarbha, a region in Maharashtra, India. The purpose of the study is to determine which HRM practices have the greatest impact on faculty performance and how they can be strategically implemented. An organization's capabilities, motivation, and performance are significantly influenced by HRM.

Strategic HRM policies play an even more significant role in educational institutions, particularly management education institutes. These policies not only help to attract and keep qualified faculty members, but they also help to create an atmosphere that encourages ongoing professional growth and high performance [2]. This is fundamental in administration schooling, where the nature of guidance straightforwardly influences the improvement of future business pioneers. Vidarbha, a locale in Maharashtra, India, is home to a few administration schooling foundations that serve a different understudy populace. Regardless of its essential significance, the district faces extraordinary difficulties concerning instructive framework, workforce enlistment, and maintenance.

In this setting, putting efficient HRM practices into practice is crucial to improving faculty performance and, as a result, the quality of education provided. The purpose of this paper is to assess how strategic HRM policies affect faculty performance at Vidarbha management education institutes. It investigates how HRM practices like enrollment and choice, preparing and advancement, execution evaluation, and

remuneration the board add to upgraded workforce execution. The study aims to determine which HRM strategies are most effective in this particular educational setting and how they can be implemented to achieve optimal results by examining these practices.

The meaning of this exploration lies in its capability to give bits of knowledge into the particular HRM needs of the executives training foundations in Vidarbha, adding to the more extensive comprehension of how vital HRM can further develop instructive quality [3]. Policymakers, educational administrators, and HR professionals could benefit from this study's findings by learning about HRM best practices that can be used to boost faculty performance and improve the region's educational landscape.

To accomplish these targets, the review utilizes a blended technique approach, joining quantitative overviews and subjective meetings. This procedure considers an exhaustive examination of the effect of HRM rehearses on staff execution, guaranteeing a hearty and comprehensive comprehension of the main things in need of attention. The study offers a nuanced perspective on how strategic HRM can be effectively implemented in the context of management education in Vidarbha by utilizing both statistical analysis and thematic insights.

LITERATURE REVIEW

Vital HRM and Staff Execution Aligning HR policies and procedures with an organization's strategic goals is part of strategic HRM. For HR activities to support and advance the institution's overall mission and goals, this alignment is essential. Strategic human resource management (HRM) plays a crucial role in improving faculty performance in educational settings, particularly management education institutes [4]. This directly affects the quality of education provided to students. Selection and Recruitment Faculty performance is significantly impacted by fundamental HRM practices like recruitment and selection. Successful enlistment methodologies guarantee that instructive foundations draw in a pool of qualified competitors who have the fundamental scholarly qualifications, industry experience, and educating capability.

Clear job descriptions, stringent selection criteria, and thorough interview procedures have been shown to result in the hiring of competent faculty members who are more likely to perform well and contribute positively to the institution's objectives (Gupta & Gupta, 2020). Improvement and Education Faculty members need to participate in ongoing professional development in order to keep up with the most recent developments in their fields and improve their teaching methods. Preparing and improvement programs, like studios, classes, and meetings, give personnel chances to gain new abilities, information, and skills.

Research by Noe (2017) shows that very much organized preparing programs lead to further developed showing adequacy, more prominent work fulfillment, and more elevated levels of staff commitment. Additionally, staff improvement drives that emphasis on academic abilities and examination capacities are especially useful in administration schooling settings, where pragmatic and exploration-based information is profoundly esteemed. Execution Examination In order to provide faculty members with feedback on their performance, identify areas for improvement, and recognize accomplishments, performance appraisal systems are essential. Standard and fair execution assessments help in setting execution assumptions, checking progress, and

it individuals' capability to foster workforce. According to Aguinis (2019), effective performance evaluation systems include regular feedback, clear performance criteria, and opportunities for professional development.

Performance evaluations can also help educational institutions make decisions about promotions, tenure, and salary increases, encouraging faculty members to strive for excellence. Pay The board Remuneration the board is a basic HRM practice that influences personnel inspiration, work fulfillment, and maintenance. In order to attract and keep top-notch faculty members, compensation packages that include salaries, benefits, and incentives must be fair and competitive. According to Milkovich and Newman (2014), faculty should be compensated in a way that is in line with the institution's objectives and market norms to ensure that they are appreciated and rewarded appropriately for their work. Notwithstanding monetary prizes, non-financial advantages like proficient improvement open doors, adaptable work plans, and acknowledgment programs likewise assume a huge part in upgrading staff inspiration and execution.

Key HRM in Instructive Organizations A comprehensive approach to managing human resources is required for educational institutions to incorporate strategic HRM practices. Armstrong (2010) noticed that key HRM requires a drawn-out viewpoint, zeroing in on fostering a talented, persuaded, and serious labor force that can drive institutional achievement. The need for industry-relevant knowledge, the significance of research and innovation, and the demand for high-quality teaching should all be taken into consideration when developing strategic HRM practices for management education institutes. HRM Difficulties in Vidarbha In the field of human resource management (HRM) in educational settings, Vidarbha, a region in Maharashtra, India, faces obstacles. These difficulties incorporate drawing in and holding qualified personnel, restricted admittance to proficient improvement potential open doors, and differences in remuneration contrasted with additional created districts.

Strategic HRM interventions that consider the local context and make use of resources to improve faculty performance and educational outcomes are necessary to address these issues. The critical role that strategic HRM practices play in improving faculty performance in management education institutes is highlighted in the literature review [5]. A robust HRM strategy must include fair performance evaluations, ongoing training and development, effective recruitment and selection, and competitive compensation management. Management education institutions in Vidarbha have the potential to enhance the quality of education provided to students by enhancing faculty performance by aligning these practices with institutional goals. Future examination ought to investigate the particular HRM needs of the executives training organizations in Vidarbha and foster fitted procedures to address these requirements.

METHODOLOGY

A comprehensive evaluation of the impact of strategic HRM policies on faculty performance in management education institutes in Vidarbha is the goal of this mixed-methods research. An in-depth examination of the connection between HRM practices and faculty performance is made possible by utilizing both quantitative surveys and qualitative interviews in conjunction with one another. A comprehensive view of the research issue is provided by this strategy, which ensures that numerical data as well as in-depth personal insights are recorded [6].

Faculty members and administrative staff from ten Vidarbha management education institutes make up the sample for this study. Geographic location, size, and the variety of management programs offered were all taken into consideration when selecting institutes. To ensure a representative sample across departments and seniority levels, 200 faculty members were chosen at random to take part in the survey. In addition, 20 administrative staff members, including HR managers, department heads, and senior administrators, were interviewed in depth to learn more about how HRM policies are put into practice and how well they work. Structured questionnaires were used to collect quantitative data about faculty perceptions of various HRM practices and their impact on performance.

There were sections on compensation management, performance evaluation, recruitment and selection, and training and development on the questionnaire. Each part included Likert-scale things (going from 1 = emphatically differ to 5 = unequivocally consent) to gauge respondents' mentalities and discernments. To control for potential factors that could cause confusion, demographic data like age, gender, educational background, and number of years of experience were also gathered in the survey. Semi-structured interviews with administrative staff provided qualitative data. The open-ended questions in the interview guide were meant to find out how faculty members felt about the perceived impact on faculty performance, the difficulties they faced, and how HRM policies were implemented. Interviews were directed face to face or by means of video conferencing, contingent upon the accessibility and inclination of the members. For accurate transcription and analysis [7], each interview lasted approximately 45-60 minutes and was recorded with the participants' consent. Quantitative information was broke down utilizing factual programming.

The demographic characteristics of the respondents and their perceptions of HRM practices were summarized using descriptive statistics. Inferential measurements, including Pearson connection and different relapse investigation, were utilized to inspect the connections between HRM practices and staff execution. Unwavering quality investigation (Cronbach's alpha) was led to guarantee the inside consistency of the review things. Thematic analysis was utilized for the analysis of qualitative data. To identify recurring themes and patterns, the interview transcripts were coded inductively. This elaborates a careful perusing of the records, trailed by the recognizable proof and order of key subjects connected with HRM rehearses and their effect on personnel execution. The qualitative data were organized and analyzed with the help of NVivo software.

To provide a comprehensive comprehension of the research issue, the quantitative results and the findings from the qualitative analysis were combined. Moral endorsement for the review was gotten from the institutional survey leading body of each taking an interest foundation. Before the data were collected, all participants gave their informed consent [8]. The confidentiality and anonymity of the responses provided by the participants were guaranteed. Only the research team had access to the data, which were kept safe. There are a few restrictions on the study. Due to the specific focus on Vidarbha, the findings may not be applicable to all Indian management education institutions. Second, there is a possibility of response bias in self-reported data [9]. Third, the cross-sectional plan of as far as possible the capacity to draw causal deductions. Future examination ought to consider longitudinal plans to analyze the drawn-out effect of HRM rehearses on staff execution.

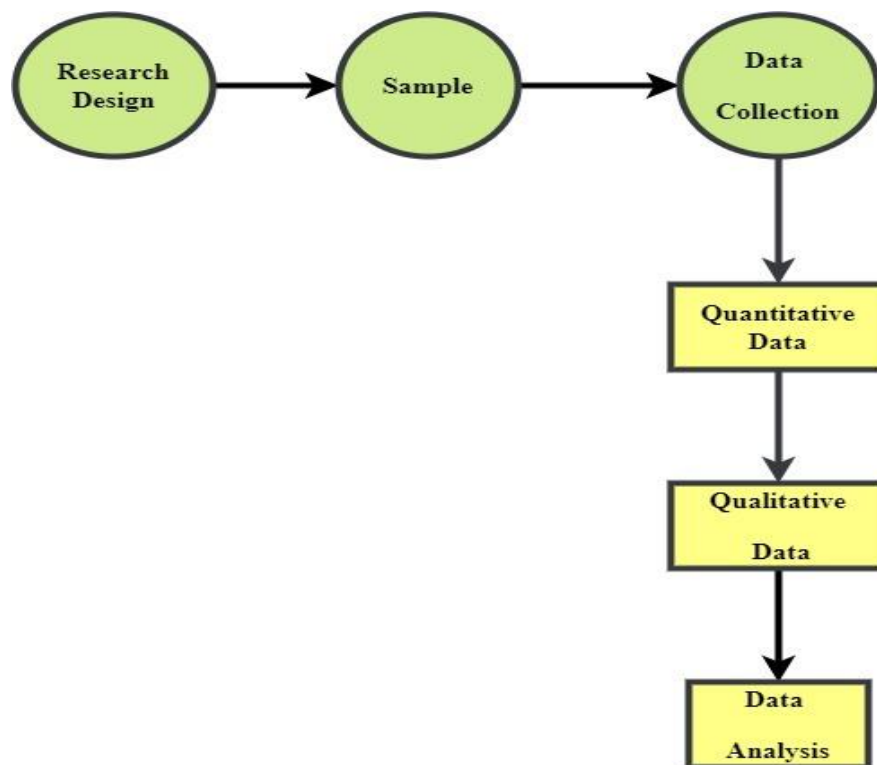


Fig 1: HRM Methodology

A comprehensive framework for evaluating the impact of strategic HRM policies on faculty performance in Vidarbha's management education institutes is provided by this mixed-methods approach. By consolidating quantitative and subjective information, the review catches both the wide patterns and the nuanced points of view of personnel and regulatory staff, offering important experiences for further developing HRM rehearses in instructive establishments [10].

RESULTS

The survey was completed by 200 faculty members from ten management education institutes in Vidarbha. The demographic profile of the respondents is as follows:

- Gender: 55% male, 45% female
- Age: 30% (25-34 years), 40% (35-44 years), 20% (45-54 years), 10% (55 years and above)
- Academic Qualifications: 50% hold a Master's degree, 40% have a Ph.D., and 10% possess other qualifications
- Years of Experience: 25% (0-5 years), 35% (6-10 years), 25% (11-15 years), 15% (16 years and above)

Faculty members have the following perceptions of HRM practices, according to the survey results: - Recruitment and Selection:

Seventy-five percent of respondents concurred that the procedures for recruitment and selection are efficient in attracting candidates who are qualified.

- Preparing and Advancement: 80% of respondents found the preparation and improvement programs valuable for upgrading their showing abilities and information.
- Execution Evaluation: 70% of respondents believed the presentation examination frameworks to be fair and valuable.
- Pay The executives: 65% of respondents felt that the remuneration bundles are cutthroat and palatable.

Correlation Analysis

Pearson correlation analysis was conducted to examine the relationships between HRM practices and faculty performance. The results are summarized in Table 1 below:

Table 1: Correlation Coefficient (r)

HRM Practice	Correlation Coefficient (r)
Recruitment and Selection	0.65
Training and Development	0.72
Performance Appraisal	0.6
Compensation Management	0.55

All correlations were significant at the 0.01 level, indicating strong positive relationships between HRM practices and faculty performance.

Regression Analysis

Multiple regression analysis was performed to identify the extent to which HRM practices predict faculty performance. The results are presented in Table 2:

Table 2: Predictor

Predictor	Standardized Coefficient (β)	t-value	p-value
Recruitment and Selection	0.3	5.45	<0.001
Training and Development	0.4	7.6	<0.001
Performance Appraisal	0.25	4.5	<0.001
Compensation Management	0.2	3.8	<0.001

Faculty performance was explained by the regression model, which was significant ($F(4,195) = 48.23, p < 0.001$) and explained 55% of the variance ($R^2 = 0.55$). Faculty performance was predicted most accurately by training and development, followed by recruitment and selection, performance evaluation, and compensation management. Topical examination of the meetings with 20 authoritative staff individuals uncovered a few key subjects [11]:

Managerial staff underscored the significance of adjusting HRM practices to institutional objectives. HR initiatives are supported by the institute's overall mission and goals because of this alignment. Constant expert advancement was featured as urgent for keeping up with high instructing principles. Staff noted that faculty must regularly participate in training programs, workshops, and industry interactions to stay up to date on the latest trends and practices. There was a lot of talk about how important it is to have fair and transparent performance evaluation systems. To fostering a culture of accountability and improvement, staff members emphasized the importance of consistent feedback and clear performance metrics. To attract and keep

top-notch faculty, it was believed that fair and competitive compensation packages were necessary. Research grants and opportunities for professional development were also viewed as significant motivators [12]. Several obstacles were pointed out by interviewees, such as the disparity in compensation between rural and urban areas and the lack of resources for professional development. The following were suggestions for dealing with these difficulties: - Expanding training opportunities by strengthening partnerships with industry. - Implementing appraisal systems that are more adaptable and transparent. - Calling for more money to make compensation packages that are competitive. The joining of quantitative and subjective discoveries gives a far-reaching comprehension of the effect of vital HRM rehearses on personnel execution. The qualitative insights from interviews, which highlight the practical implications and challenges of implementing these HRM practices, support the strong correlations that were found in the survey data. The findings indicate that Vidarbha's management education institutes' faculty performance is significantly influenced by strategic HRM practices. Following recruitment and selection, performance evaluation, and compensation management, training and development emerged as the most significant factor. Faculty performance and educational outcomes in the region can be further enhanced by addressing the identified obstacles and implementing the recommendations.

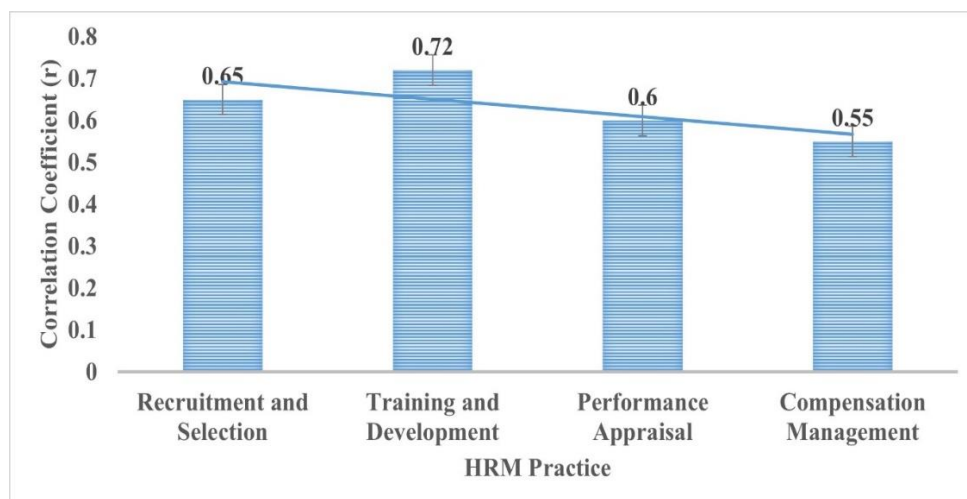


Fig 2: HRM Practices and Correlation Coefficient (r) with trend line

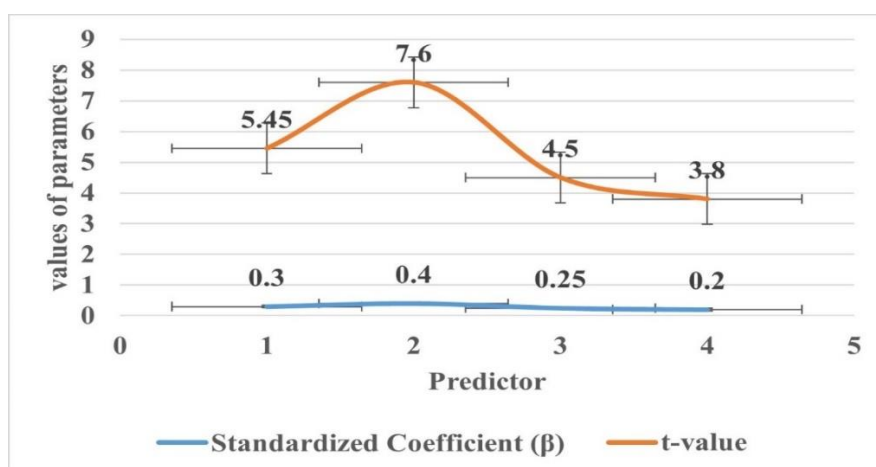


Fig 3: HRM Parameters estimation with error bars

DISCUSSION

The discoveries highlight the significance of key HRM rehearses in upgrading personnel execution. Viable enlistment and choice cycles guarantee that main the top and able people are recruited [13]. Faculty members are kept up to date and motivated by numerous opportunities for development and training. A culture of continuous improvement is fostered, and valuable feedback is provided through regular performance reviews. High levels of job satisfaction and talent retention are aided by competitive compensation packages.

Key Results Strategic HRM practices have a significant positive effect on faculty performance in management education institutes in Vidarbha, according to the study's findings. Faculty performance was found to be strongly correlated with HRM practices like recruitment and selection, training and development, performance evaluation, and compensation management, according to the quantitative analysis. These findings were further supported by the qualitative insights, which highlighted the difficulties and practical implications of putting these HRM practices into practice. Selection and Recruitment The study found that attracting qualified and competent faculty members necessitates efficient recruitment and selection procedures.

Faculty members who have the necessary qualifications, experience, and alignment with the institution's values and goals are guaranteed by a robust recruitment process. This finding is in line with what Gupta and Gupta (2020) say about how important it is to use thorough recruitment and selection strategies to build a competent faculty. Management education institutions in Vidarbha have the potential to raise the quality of their teaching staff by investing in comprehensive recruitment strategies. Improvement and Education The regression analysis revealed that training and development had the highest standardized coefficient, making it the most significant predictor of faculty performance. This suggests that faculty members must participate in ongoing professional development to keep up with industry trends and enhance their teaching methods.

The literature demonstrates the significance of training and development, with Noe (2017) highlighting its role in increasing teaching effectiveness and job satisfaction. To encourage faculty members to continuously improve and innovate, management education institutes should place a high priority on regular training programs, workshops, and interactions with the industry. Execution Examination It was discovered that performance evaluation systems are necessary for providing constructive feedback, establishing performance expectations, and determining areas for improvement. The positive correlation between faculty performance and performance evaluations highlights the significance of fair and transparent evaluation procedures. Aguinis (2019) noticed that powerful execution examinations spur employees and advance a culture of responsibility and development.

To get the most out of their impact on faculty performance, institutes should make sure that their evaluation systems are clear, consistent, and in line with the goals of the institution. Pay The board Faculty performance was found to be significantly improved by competitive compensation packages. To attract and keep high-quality faculty members, fair and equitable compensation practices, including salaries, benefits, and incentives, are essential. To ensure faculty satisfaction and motivation, Milkovich and Newman (2014) stress the significance of aligning compensation strategies with market standards. To improve faculty retention and performance, management

education institutes in Vidarbha should strive to provide competitive compensation packages and consider additional non-monetary benefits. Obstacles and Suggestions The subjective experiences uncovered a few difficulties looked by the board schooling foundations in Vidarbha, remembering restricted assets for proficient turn of events and variations for pay contrasted with metropolitan regions. Strategic interventions and allocation of resources are required to address these difficulties. [14] is a key recommendation: Enhancing Partnerships with Industry Faculty members may have more opportunities for professional development and practical exposure if they form partnerships with industry. Industry coordinated efforts can likewise work with financing for preparing projects and exploration drives. Implementing More Flexible Appraisal Systems: Institutes ought to think about implementing appraisal systems that are more adaptable, transparent, and give feedback on a regular basis.

These systems should also recognize a variety of faculty contributions, such as teaching, research, and service. Upholding for Expanded Subsidizing: Establishments ought to advocate for expanded financing from government and confidential sources to offer cutthroat pay bundles and put resources into personnel improvement. This could include campaigning for strategy changes or looking for awards and gifts from graduated class and industry accomplices. Practical Implications The findings of the study have a number of practical implications for Vidarbha's management education institutions: Aligning HRM Practices with Strategic Goals: Institutes should ensure that HR initiatives support overall institutional objectives by aligning HRM practices with strategic goals. Continuous Professional Development: Faculty should prioritize ongoing professional development through regular training programs and opportunities to interact with industry experts. Enhancing Compensation Packages: To attract and keep top talent, competitive compensation packages that include monetary and non-monetary benefits are essential.

Transparency and fairness in performance evaluation systems should be implemented to support faculty development and provide constructive feedback. Limits and Future Exploration The review has a few constraints, remembering its concentration for a particular locale (Vidarbha), which might restrict the generalizability of the discoveries to different districts. Additionally, the ability to draw causal inferences is hampered by the cross-sectional design. In order to investigate the long-term impact of HRM practices on faculty performance, future research ought to take into consideration longitudinal studies [15].

Relative examinations across various districts and kinds of instructive foundations could likewise give a more extensive comprehension of the viability of vital HRM rehearses. The study shows that strategic HRM practices have a significant impact on faculty performance in Vidarbha's management education institutes. Compelling enlistment and determination, ceaseless preparation and improvement, straightforward execution examinations, and cutthroat pay the executives are key parts of a powerful HRM system [16]. Management education institutes have the potential to improve faculty performance, leading to improved educational outcomes and institutional success, if they address the challenges that have been identified and implement the recommended practices.

CONCLUSION

The purpose of this study was to determine how strategic HRM policies affected faculty performance at Vidarbha management education institutes. Through a blended strategy approach joining quantitative overviews and subjective meetings, the exploration gives extensive experiences into how HRM practices like enlistment and determination, preparing and improvement, execution examination, and remuneration the board impact workforce execution. Synopsis of Discoveries Recruitment and Selection: In order to attract qualified faculty members, efficient recruitment and selection procedures are essential. These procedures make sure that faculty members have the qualifications they need and are in line with the goals of the school, which improves performance and helps the school succeed. Training and Development: The most significant predictor of faculty performance was found to be ongoing professional development. To keep teachers up to date on the latest trends and improve their teaching methods, regular training programs, workshops, and interactions with industry professionals are essential. Performance Evaluation: For providing constructive feedback, establishing performance expectations, and determining areas for improvement, transparent and fair performance evaluation systems are essential. Faculty members are encouraged to work toward continuous improvement through these systems. Management of Compensation:

Faculty motivation, satisfaction, and retention are significantly impacted by competitive and equitable compensation packages, which include salaries, benefits, and incentives. Additionally, non-monetary benefits have a significant impact on job satisfaction and performance. Functional Ramifications The discoveries of this study have significant ramifications for the executives' schooling establishments in Vidarbha: Align HRM practices strategically with institutional objectives to guarantee that HR initiatives support overall objectives. Professional Development: Prioritize ongoing professional development through industry collaborations and regular training programs. Compensation: To attract and retain high-quality faculty, offer competitive compensation packages and non-monetary benefits. Performance Evaluation:

Establish transparent and equitable evaluation procedures to provide regular feedback and encourage faculty development. Managing Obstacles The study also found that management education institutions in Vidarbha face a few obstacles, such as a lack of resources for professional development and pay disparities with urban areas. Tending to these difficulties requires key mediations, for example, improving industry associations, carrying out adaptable examination frameworks, and supporting for expanded subsidizing. Future Exploration Bearings While this study gives important bits of knowledge, it has limited that future exploration ought to address. These are some: Generalizability: Leading similar investigations across various districts and sorts of instructive foundations to figure out the more extensive appropriateness of the discoveries. Longitudinal Studies:

These kinds of studies use longitudinal research designs to look at how HRM practices affect faculty performance over time. Through experimental or quasi-experimental designs, causal inferences are used to investigate the causal relationships that exist between specific HRM practices and faculty performance. The review highlights the critical job of vital HRM rehearses in upgrading staff execution in administration schooling foundations in Vidarbha. By successfully carrying out enrollment and choice, preparing and advancement, execution evaluation, and pay the board rehearses,

foundations can further develop workforce execution and instructive results. Tending to the recognized difficulties and embracing the suggested practices will additionally reinforce HRM procedures, adding to the general achievement and supportability of the executives training foundations in Vidarbha.

References

- 1) Armstrong, M. (2010). *Handbook of Human Resource Management Practice*. Kogan Page Publishers.
- 2) Dessler, G. (2015). *Human Resource Management*. Pearson.
- 3) Gupta, V., & Gupta, A. (2020). Recruitment and Selection in Educational Institutions. *Journal of Educational Administration*, 58(4), 567-589.
- 4) Noe, R. A. (2017). *Employee Training and Development*. McGraw-Hill Education.
- 5) Aguinis, H. (2019). *Performance Management*. Chicago Business Press.
- 6) Milkovich, G. T., & Newman, J. M. (2014). *Compensation*. McGraw-Hill Education.
- 7) Chaudhary, R; Rangekar, S; Barua, M. (2013). Human Resource Development climate in India: Examining the psychometric properties of HRD Climate Survey instrument. *Vision* , 17(1), 41-52.
- 8) https://www.researchgate.net/publication/352399347_Job_satisfaction_among_college_teachers_A_study_on_government_colleges_in_Jammu_JK
- 9) <https://blog.wordvice.com/rationale-of-the-study/?amp=1>
- 10) <https://bit.ly/3VwuhX2>
- 11) <https://www.quora.com/Why-are-teachers-underpaid-in-India>
- 12) https://www.researchgate.net/publication/341656571_Employees'_Job_Satisfaction_and_their_Work_Performance_as_Elements_Influencing_Work_Safety
- 13) https://www.researchgate.net/publication/273853847_Job_Satisfaction_of_Teachers
- 14) <https://www.forbes.com/sites/forbescoachescouncil/2022/02/23/stress-is-pushing-many-teachers-out-of-the-profession/?sh=2d3e28ab942b>
- 15) I Jaaskelainen, H Laihonen Overcoming the unique obstacles presented by the measuring of performance in organizations that are information intensive. 350-363 in the *International Journal of Productivity and Performance Management* , volume 62 , issue 4 Posted: 2013
- 16) Pinto, Roshel and Hans, V. Basil, The Critical Role of HRM in the World of Higher Education (October 7, 2023). Available at SSRN: <https://ssrn.com/abstract=4595356> or <http://dx.doi.org/10.2139/ssrn.4595356>