Impact of Human Resource Management (HRM) Practices on Teachers Performance in Golaghat District, Assam, India

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Authors' contributions

This work was carried out in collaboration between both authors. both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

This study examines the impact of Human Resource Management (HRM) practices on the performance of teachers in colleges under Golaghat District, Assam. The research adopts a descriptive research design with analytical and descriptive approaches. Data was collected from both primary and secondary sources, including interviews and questionnaires. The study population comprised 215 teaching faculty and 24 administrative staff from four colleges in the region. A stratified random sampling technique was used to select a sample of 74 respondents. The study assessed four HRM practices: Training & Development, Performance Appraisal, Compensation Practices, and Employees Participation. Descriptive statistics were employed to analyze the data and determine the mean values of each HRM practice. Results indicate that teachers were satisfied with Training & Development practices and Compensation Practices offered by the colleges. However, their perception of Performance Appraisal was neutral, while they positively

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acknowledged Employees Participation policies. Regression analysis was conducted to assess the significance of the relationship between HRM practices and teachers' performance. The results revealed that the variation in teachers' performance was not adequately explained by the variation in HRM practices, with an adjusted R2 value of 0.141. The study concludes that HRM practices alone may not be sufficient to explain the variation in teachers' performance. Additional factors not considered in the model may play a more significant role in influencing teachers' effectiveness. The study also highlights the need for further research to identify other variables that could impact teachers' performance. The findings suggest that educational institutions should continuously improve and implement effective HRM practices to enhance teachers' performance and contribute to the overall success of the organization. The study contributes valuable insights to the existing literature on HRM practices and employee performance in the context of academic institutions in Golaghat District, Assam.

1. INTRODUCTION

Education plays a crucial role in shaping individuals' character and fostering responsible citizenship. It is widely recognized as a powerful instrument to combat poverty and foster social and economic growth within societies [1]. For a country's socio-economic development, investment in education is of paramount importance. Among the core elements of higher education, teachers are considered vital human resources as they significantly influence the success of educational institutions [2,3].

In recent years, the impact of human resource management (HRM) practices on organizational performance has been a subject of extensive research globally [4,5]. Studies from developed and developing countries have consistently shown that HR practices play a significant role in shaping organizational performance [6,7]. Given the pivotal role of teachers in colleges and their influence on society's progress, it is imperative to explore the impact of HRM practices on their performance [8].

Colleges are established with a primary objective of benefiting society through education and knowledge dissemination [9]. Teachers, as the backbone of these institutions, are often referred to as nation-builders due to their contributions to societal progress [10]. Thus, optimizing teacher performance becomes essential for colleges to achieve their mission of fostering individual growth and societal development.

HR practices encompass various elements, including recruitment and selection, training and development, compensation, and performance appraisal [11]. An effective recruitment process

ensures that deserving and qualified teachers are selected to meet the institution's needs [12,13]. Training and development programs empower teachers with the necessary skills and knowledge, enhancing their commitment and competence [14]. Adequate compensation practices motivate teachers and reinforce their sense of value and recognition within the institution [15]. Regular performance appraisals enable teachers to identify strengths and areas for improvement, leading to continuous professional growth and enhanced performance [16,17].

The present study aims to investigate the impact of HRM practices on teachers' performance in colleges within the Golaghat district of Assam. Through the use of regression analysis, the study will analyze the relationship between HR practices and teacher performance [18,19]. By identifying the critical factors that influence teacher performance, this research can offer valuable insights to educational institutions seeking to optimize their human resources and enhance overall educational outcomes.

1.1 Statement of the Problem

The core element in higher education is the faculty resource, as teachers play a pivotal role in shaping the future of a nation by educating and nurturing young minds. The effectiveness of Human Resource Management (HRM) practices in educational institutions, particularly colleges, has been widely researched in various sectors. However, there is a gap in knowledge regarding the specific impact of HRM practices on teachers' performance in colleges, especially in the context of Golaghat district in Assam, India. Existing literature highlights the significance of

HRM practices in optimizing organizational performance and improving employee outcomes in other sectors. Yet, there is limited research on how HR practices influence teachers' performance in colleges and their contributions to societal progress and socio-economic development.

This study aims to address this gap in knowledge by investigating the relationship between HRM practices, including compensation, training and development, performance appraisal, and employee involvement, and teachers' performance in colleges. The research will utilize regression analysis to quantitatively examine the impact of these independent variables on the dependent variable of teachers' performance. By doing so, the study seeks to provide valuable insights to educational institutions in Golaghat district and similar regions, enabling them to develop effective HR strategies and policies to attract, retain, and motivate high-quality teaching professionals. The findings of this research can potentially contribute to the enhancement of educational experiences and student outcomes, ultimately fostering socio-economic development in the region.

1.2 Objectives of the Study

The main purpose of the study was to identity the impact of Human Resource Management practices on performance of teachers of colleges under Golaghat District of Assam.

1.3 Hypothesis of the Study

H1: There is a significant relationship between Human Resource Management practices and performance of the teachers.

1.4 Significance of the Study

The significance of the study lies in its potential to contribute valuable insights to the field of education, particularly in understanding the impact of Human Resource Management (HRM) practices on teachers' performance in colleges. This research is relevant and significant for several reasons, as supported by existing literature and the gap in knowledge it aims to address.

Firstly, the study contributes to the body of knowledge on HRM practices in educational institutions. While the impact of HR practices on organizational performance has been extensively researched in various sectors, there is a need for more specific and focused investigations within the context of educational institutions [18,19]. By examining the relationship between HRM practices and teachers' performance, this research provides unique insights into the effectiveness of HR interventions in improving educational outcomes.

Secondly, the study addresses a critical aspect of educational institutions - the role of teachers in shaping society and fostering socio-economic development [2,3]. Teachers play a vital role in building the future of a nation by educating and nurturing young minds. Understanding the factors that influence their performance can help educational institutions optimize their human resources, leading to enhanced educational experiences and improved student outcomes.

Thirdly, the findings of this study can assist educational institutions in developing effective HR strategies to attract, retain, and motivate high-quality teaching professionals [12,13]. By identifying the HR practices that positively impact teacher performance, colleges can tailor their policies and initiatives to create a supportive and conducive work environment, ultimately benefiting both teachers and students.

Moreover, the research can serve as a guide for colleges in the Golaghat district of Assam and other similar regions in India, where there is limited research on the specific impact of HRM practices on teachers' performance [4,5]. The findings can help educational institutions in the region recognize the significance of HR practices and encourage them to invest in HRM initiatives for improved organizational performance.

Additionally, the study's use of regression analysis allows for a quantitative examination of the relationship between HR practices and teacher performance [16,17]. This approach provides robust empirical evidence, offering a more comprehensive understanding of the variables' impact and enabling more informed decision-making by college administrators.

Finally, by acknowledging the importance of HRM practices in optimizing teacher performance, the study highlights the need for ongoing research and investment in this area [6,7]. The identification of potential areas of improvement and further exploration of HR interventions can lead to the development of

evidence-based HR policies in educational institutions.

In conclusion, the significance of this study lies in its potential to shed light on the impact of HRM practices on teachers' performance in colleges. By contributing to the existing literature and addressing a gap in knowledge, the research can assist educational institutions in enhancing their HR strategies and creating a positive and supportive work environment for their teaching professionals.

2. LITERATURE REVIEW

Human resource management (HRM) practices have been a subject of extensive research in organizational settings, examining their impact on employee performance and organizational outcomes. In the educational context, the significance of HRM practices in improving the performance of teaching professionals has garnered attention from researchers.

Flamholtz [20] introduced the concept of Human Resource Accounting (HRA), which focuses on quantifying the value of human assets within an organization. While much of the HRA research has been conducted in corporate sectors [21,22,23,24], the application of HRA in educational institutions remains relatively unexplored, especially in the northeastern part of India [25]. This study aims to bridge this gap by examining the impact of HRA practices on teachers' performance in colleges in Golaghat district.

Research on HRM practices in educational institutions in India has predominantly focused on issues in public and private sector companies [26]. However, there is a lack of specific research on the assessment and valuation of human assets in academic institutions, which are crucial for their success and growth. The absence of such studies in the Assam region, particularly in Golaghat district, necessitates a more extensive investigation to understand the application and implications of HRA in educational institutions [27].

In the global context, HRM practices have been found to have a significant impact on organizational performance [28,29]. A positive relationship has been established between HRM practices, such as compensation, training and development, performance appraisal, and employee involvement, and employee

performance in various industries [30,31]. However, the specific impact of these practices on teachers' performance in colleges remains understudied.

In conclusion, the existing literature underscores the importance of HRM practices in influencing employee performance and organizational outcomes. However, the application of HRA in educational institutions, particularly in Golaghat district of Assam, and its impact on teachers' performance have not been thoroughly examined. This study seeks to contribute to the field of HRM in education by investigating the relationship between HRM practices and teachers' performance, providing valuable insights for educational institutions to enhance their human resource strategies and optimize their contributions to societal development.

2.1 Research Gap

The existing literature on HRM practices in educational institutions mainly focuses on public and private sector companies [26], with limited research conducted on the valuation and impact of human assets in academic institutions [25]. While studies in the corporate sector have explored the concept of Human Resource Accounting (HRA) [21,22,23,24], its application in the context of educational institutions, particularly in the northeastern region of India, remains scarce. Specifically, there is a lack of research on the impact of HRA practices on teachers' performance in colleges in Golaghat district.

Moreover, most of the existing research on HRM practices and performance has been conducted in developed countries [28,29], and there is limited research focusing on the unique challenges and dynamics of HRM practices in developing regions like Golaghat district of Assam. As a result, there is a research gap in understanding how HRM practices, such as compensation, training and development, performance appraisal, and employee involvement, influence teachers' performance in colleges in this specific geographical context.

The proposed study aims to address this research gap by examining the impact of HRM practices on teachers' performance in colleges in Golaghat district. By exploring the application and implications of HRA in the educational context and investigating the relationship between HRM practices and teachers' performance, this study seeks to contribute

valuable insights that can guide human resource strategies in colleges and enhance the overall educational outcomes in the region.

2.2 Research Design

The research design for this study is a descriptive and analytical approach. It aims to assess the impact of Human Resource Management (HRM) practices on teachers' performance in colleges under Golaghat District, Assam. The study will use both primary and secondary sources of data to gather information.

Nature of the Study: The study is descriptive in nature as it seeks to describe the relationship between HRM practices and teachers' performance. It also follows an analytical approach as it aims to analyze the data collected to draw meaningful conclusions.

Sources of Data: The study will rely on both primary and secondary sources of data. Primary data will be collected using well-designed interview schedules and questionnaires containing both open-ended and close-ended questions. Secondary data will be collected from sources such as annual reports, referred journals, research papers, books, articles, internet, and periodicals.

Research Population: The research population includes all the teaching faculty and administrative staff of four colleges in Golaghat District: Sarupathar College, Golaghat Commerce College, DKD College, and JDSG College. These colleges have a diverse workforce in terms of age, gender, and educational background. The total population consists of 24 management staff and 215 teaching faculty members.

Sampling Design and Size: The research will use stratified random sampling technique to select samples from each college. One college will be selected from each of the four areas (Sarupathar, Golaghat, Dergaon, and Bokakhat) in the district. The sample size will be calculated based on a 95% confidence level and 5% margin of error. The total sample size will be 74, consisting of both administrative staff and teaching faculty from the four colleges.

Overall, the research design aims to provide a comprehensive understanding of the impact of HRM practices on teachers' performance in the colleges of Golaghat District, Assam. It will utilize both quantitative and qualitative data to draw meaningful conclusions and make valuable recommendations for improving HRM practices in educational institutions.
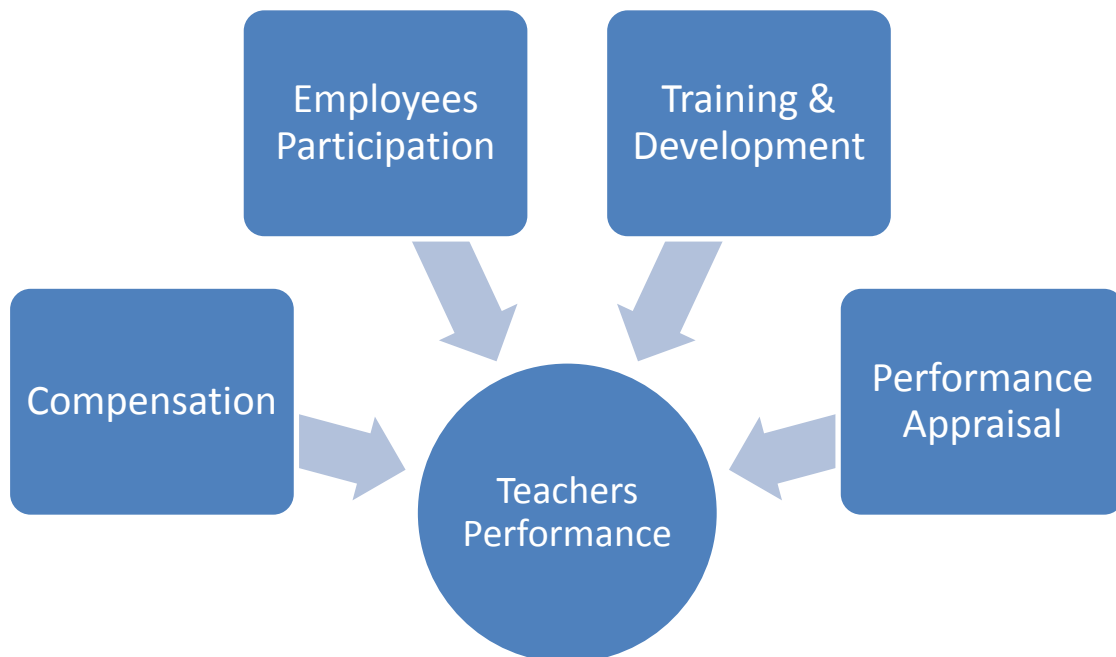

Fig. 1. Research framework

The sample is calculated through the following formula:

$$n = \left(\frac{Z}{2m}\right)^2 \text{ [32]}$$

$$n = \left(\frac{1.96}{2 \times 0.5}\right)^2 = 384.$$

Z: confidence level at 95% (standard value of 1.96).
m: margin of error at 5% (standard value of 0.05).

$$n_{Mod.} = \frac{nN}{N \pm n - 1} \quad n_{Mod.} = \frac{384 \times 239}{239 \pm 384 - 1} = 148$$

N: Population Size

*50 percent of the calculated value of Sample Size at 95% confidence level and 5% margin of error have been selected for this particular study, i.e., 50% of 148 = 74.

So, the Sample size of administrative staff or teaching faculty of the College = $50\% \text{ of } \frac{148}{239} \times Number of management staf$

$$for teaching faculties in the college.$$

3. DATA ANALYSIS AND INTERPRETATION

In this chapter, the data collected from the respondents is gathered, reviewed, and then analyses by the Researcher to form some sort of finding or conclusion. The information collected from the questionnaire is analyzed as follows Table 1.

The variables in the study represent different aspects of HRM practices, such as training & development, performance appraisal, compensation practices, and employees' participation. The mean values of all these variables are above 3, indicating that, on average, the respondents perceive positive HRM practices.

The skewness values for all variables are positive, indicating that the distributions are positively skewed, and the kurtosis values are below 3, indicating that the distributions are relatively less peaked compared to a normal distribution.

These descriptive statistics provide an overview of the respondents' perceptions of HRM practices and teachers' performance in the colleges under study. However, further analysis and inferential statistics would be required to establish the significance of these findings and their impact on teachers' performance.

The mean values obtained from the descriptive statistics provide valuable insights into the teachers' perceptions of different HRM practices in the colleges.

1. Training & Development: The mean value of 3.4 indicates that, on average, teachers are satisfied with the training and development practices of the college. This suggests that the college is providing adequate opportunities for professional growth and skill enhancement, which is positively impacting teachers' performance.
2. Performance Appraisal: With a mean value of 3.08, the perception of teachers towards the performance appraisal system is neutral. This suggests that there might be room for improvement in the performance appraisal process to make it more effective and transparent, which could further enhance teachers' performance.
3. Compensation Practices: The mean value of 3.65 indicates that teachers are generally satisfied with the compensation they receive from the college. This suggests that the college's compensation policies are perceived positively by the teachers and are contributing to their overall job satisfaction and motivation.

Table 1. Descriptive statistics results for teacher's performance

Variables	Numbers	Mini	Max	Mean	Skewness	Kurtosis
Training & Development	74	1	4.12	3.4	2.75	0.58
Performance Appraisal	74	2.07	4.87	3.08	2.33	0.36
Compensation Practices	74	1.57	4	3.65	2.63	0.64
Employees Participation	74	1.79	4.76	3.45	2.82	0.88
Teachers Performance	74	1.68	5	3.45	2.61	0.53

4. Employees Participation: With a mean value of 3.45, teachers recognize the relationship between employees' participation policies and their performance. This indicates that involving employees in decision-making processes and encouraging their active participation in the college's affairs is viewed positively by the teachers, leading to improved performance.

Overall, the mean values provide an overview of teachers' satisfaction and perception towards different HRM practices in the colleges. However, it is important to conduct further analysis, such as inferential statistics, to establish the significance of these findings and identify specific areas of improvement in HRM practices that can lead to enhanced teachers' performance and overall organizational effectiveness.

3.1 Hypothesis Testing

H1: There is a significant relationship between Human Resource Management Practices and teacher's performance.

The results of the regression analysis are as follows:

- **R:** The correlation coefficient (R) is 0.482. This indicates a moderate positive relationship between the independent variable(s) and the dependent variable. In this case, the value of 0.482 suggests that there is a positive association between the HRM practices (independent variable) and teacher's performance (dependent variable), but it is not a strong relationship.
- **R Square:** The coefficient of determination (R Square) is 0.321. This means that approximately 32.1% of the variation in teacher's performance can be explained by the variation in HRM practices. The remaining 67.9% of the variation in

teacher's performance is attributed to other factors not accounted for in the model.

- **Adjusted R Square:** The adjusted R Square is 0.141. This is a modified version of R Square that penalizes the addition of irrelevant independent variables in the model. The adjusted R Square takes into account the sample size and the number of independent variables to provide a more reliable estimate of the model's explanatory power. In this case, the adjusted R Square indicates that the model explains 14.1% of the variance in teacher's performance.
- **Std. Error of Estimate:** The standard error of estimate is 0.4643. This measures the average deviation of the actual values of teacher's performance from the predicted values by the regression model. A smaller value of the standard error indicates a better fit of the model to the data.

Overall, the regression analysis suggests that the HRM practices have a moderate positive impact on teacher's performance, and the model explains a small portion of the total variance in teacher's performance. It is important to note that other factors not included in the model may also influence teacher's performance, and further research may be needed to explore these additional factors. Additionally, the model can be improved by considering more relevant independent variables or by using a larger sample size to enhance the explanatory power of the model.

Based on the regression analysis results, it appears that there is no significant relationship between the independent variables (HR practices) and the dependent variable (teachers' performance). The adjusted R^2 value of 0.141 indicates that only about 14.1% of the variation in teachers' performance can be explained by the variation in HR practices.

Table 2. Regression analysis

R	R Square	Adjusted R Square	Std. Error of Estimate
.482	0.321	0.141	0.4643

a. Dependent Variable: Employee Performance
b. Independent variable: HR Practices (Training & Development, Performance Appraisal, Compensation Practices, Employees Participation)

The p-value (p<0.005) suggests that the relationship between HR practices and teachers' performance is not statistically significant at the 0.05 level of significance. This means that the observed relationship between HR practices and teachers' performance could be due to random chance and may not have practical significance.

Therefore, the research hypothesis (H1) that there is a significant relationship between HR practices and teachers' performance is not supported by the data. The findings indicate that other factors not included in the model may have a more substantial impact on teachers' performance. It is essential to consider other variables or factors that might influence teachers' performance to obtain a more comprehensive understanding of the relationship between HR practices and teachers' effectiveness.

Overall, the results of the regression analysis suggest that HR practices alone may not be sufficient to explain the variation in teachers' performance. There may be additional variables or factors that need to be considered to gain a deeper insight into the determinants of teachers' performance in the colleges under study. Further research and analysis are recommended to explore and identify these potential factors.

4. SUMMARY

The study aimed to investigate the impact of Human Resource Management (HRM) practices on teachers' performance in colleges under Golaghat District, Assam. The research design was descriptive in nature, and data was collected from both primary and secondary sources. A total of 74 respondents, including teaching faculty and administrative staff, were selected as the sample using stratified random sampling.

Descriptive statistics were used to analyze the data, and the mean values for different HRM practices were calculated. The results showed that teachers were generally satisfied with Training & Development practices and Compensation Practices. However, they had a neutral perception towards Performance Appraisal, and Employees Participation policies were perceived positively.

Regression analysis was conducted to test the significance of the relationship between HRM practices and teachers' performance. The results

indicated that the variation in teachers' performance was not adequately explained by the variation in HRM practices. The adjusted R^2 value of 0.141 suggested that only around 14.1% of the variation in teachers' performance could be attributed to HRM practices.

5. CONCLUSION

The study found that the relationship between HRM practices and teachers' performance in colleges under Golaghat District was not significant. The regression analysis results indicated that HRM practices alone may not be sufficient to explain the variation in teachers' performance. Other factors not included in the model may have a more substantial impact on teachers' effectiveness.

The findings highlight the need for further research and analysis to identify additional variables or factors that could influence teachers' performance. It is essential to consider a more comprehensive set of variables to gain a deeper understanding of the determinants of teachers' performance in the context of the colleges under study.

Overall, the study contributes to the existing literature on HRM practices and employee performance. It provides valuable insights into the perceptions and satisfaction of teachers regarding different HRM practices. However, the limitations of the study, such as the small sample size and the focus on a specific geographic area, should be acknowledged. Future research can build upon these findings and explore the impact of HRM practices on teachers' performance in a broader context. The study also emphasizes the importance of continuous improvement and implementation of effective HRM practices in educational institutions to enhance teachers' performance and contribute to overall organizational success.

6. LIMITATIONS OF THE STUDY

The study, despite its rigorous design, may have certain limitations that could impact the generalizability and reliability of the findings. Some of the limitations include:

1. Small Sample Size: The sample size of 74 respondents from only four colleges in Golaghat District may not fully represent the entire population of educational

institutions in the region. The limited sample size might restrict the generalization of the results to other colleges or regions.

2. Response Bias: The study relies on self-reported data from the respondents, which may be subject to response bias. Participants may provide socially desirable answers or may not disclose certain information accurately, affecting the validity of the data.

3. Time Constraints: Conducting an in-depth study on HRM practices and teachers' performance may be time-consuming. As a result, certain aspects of HRM practices or teachers' performance might not be thoroughly explored due to time limitations.

4. Single Geographic Region: The study is limited to colleges in Golaghat District, Assam, which might not be representative of the HRM practices and teachers' performance in other districts or states. The findings may not be applicable at the national or international level.

5. Lack of Control Group: The study does not have a control group to compare the impact of HRM practices on teachers' performance. Without a control group, it may be challenging to establish a causal relationship between HRM practices and teachers' performance.

6. Subjectivity in Performance Evaluation: Evaluating teachers' performance is a subjective process, and different evaluators may have different criteria for assessment. This subjectivity could introduce bias in the results.

7. Limited HRM Practices Consideration: The study focuses on specific HRM practices such as recruitment, training, performance appraisal, and compensation. Other HRM practices that might also influence teachers' performance are not extensively explored.

8. External Factors: The study may not account for external factors, such as personal or family issues, that could influence teachers' performance but are beyond the scope of HRM practices.

Despite these limitations, the study aims to provide valuable insights into the impact of HRM practices on teachers' performance in the context of the selected colleges in Golaghat District. The findings can serve as a basis for future research and inform educational institutions about the potential areas of improvement in their HRM practices to enhance teachers' performance.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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