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## A COMPARATIVE STUDY OF HRM POLICIES AND PRACTICES IN HIGHER EDUCATION SECTOR IN MATHURA AND GWALIOR REGIONS

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### Abstract

HRM policies and practices particularly in the area of Higher Education sector has been recognized significant importance due to the rising entry of new entrants in the Higher education sector. Especially, the colleges emerging into Higher Education sector are primarily focusing on effective HRM policies right from procurement of talented manpower to enrichment and retention of quality manpower with a primary aim of improvement of performance in Higher education sector. In this paper, insights are made to thoroughly analyze the existing scenario of the progress of Higher Education sector in Mathura and Gwalior region and further examines recruitment and selection policies implemented by the select higher educational institutions. Further, Factor Analysis is applied to extract the factors that will have influence on the HRM policies and practices of higher educational institutions in the select regions.

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## A COMPARATIVE STUDY OF HRM POLICIES AND PRACTICES IN HIGHER EDUCATION SECTOR IN MATHURA AND GWALIOR REGIONS

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### ABSTRACT

HRM policies and practices particularly in the area of Higher Education sector has been recognized significant importance due to the rising entry of new entrants in the Higher education sector. Especially, the colleges emerging into Higher Education sector are primarily focusing on effective HRM policies right from procurement of talented manpower to enrichment and retention of quality manpower with a primary aim of improvement of performance in Higher education sector. In this paper, insights are made to thoroughly analyze the existing scenario of the progress of Higher Education sector in Mathura and Gwalior region and further examines recruitment and selection policies implemented by the select higher educational institutions. Further, Factor Analysis is applied to extract the factors that will have influence on the HRM policies and practices of higher educational institutions in the select regions.

Keywords: Content Analysis, Factor Analysis, PCA, Recruitment, Selection

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### 1. INTRODUCTION

The long-term sustainability of the educational institutions in the era of complex and competitive environment relies on efficiency of manpower that the educational institutions procure, develop, motivate and maintain. The control structures of educational system particularly in the area of Higher Education sector require fundamental transformation – to become well-organized, translucent, autonomous, and disciple centric. According to (Jones and Walters 1994), the human resources are referred as the “heart of the educational administration”. In the words of Becker & Huselid(2006), human resource management is treated as a strategic assets contributing for systematic development of the organization through improving performance of human assets.

in view of the significance of better results required for the institutions to survive and sustain in the education industry, it is highly needed for a better qualitative human resource. Due to increasing entry of educational institutions in engineering, management and pharmacy fields and favourable support of government towards private educational institutions, the education sector in India with special reference to Madhya Pradesh state is been fastly growing.

Human resources undoubtedly decide the fate of the organization, especially in education sector, the success of the education institutions remains highly depended on its Faculty Members, i.e., employees who make the institution pride. The retention ratio of the students, performance of the students in the exams, increase in the strength of the students in the institutions relies on the quality of the teaching that the Faculty Members deliver. Hence, the present research focuses on the human resources in education sector in general and specific to select dimensions of HRM been practiced in select educational institutions.

### 2. CONCEPTUAL OVERVIEW OF HUMAN RESOURCE MANAGEMENT

Emergence from the era of Personnel Management to its new form of People Management, the concept of Human Resource Management has significantly transformed from the view of treating the manpower as machines to manpower as most valuable resources. The term of HRM has been conceptualized on the basis of the systematic procedures, practices operated in a way that the manpower is managed efficiently through adopting policies, philosophies and set of procedures.

The value of human resources in the organizational context has changed over the years. The manpower or human resources are treated as assets as their contribution to the organizational productivity has been substantially increased. The management of human resources has been one of the vital functions of management. Through approaching various set of procedures, the human resources for the organizations are acquired, developed and

maintained.

To excel in the era of cut throat competition, human resource management is undertaken as one of the most active functions that the organizations need to focus. In the era of emerging changes that have been taken place in the economy as well as in the organizational context, HRM practices will play pivotal role in adapting to the changes as well as improving the organizational performance. The HR philosophy of the organization as have been changing due to emerging changes in the technology, as a result, the role of HR managers in the effective procurement as well as developing them and adopting retention has become most complex task. Since manpower is treated as resources, the abilities, knowledge, adoption to change and learning aptitude of the manpower is important and set of these qualities is generally attributed as Resources. The term management is defined in multiple terms. The way, the human resources are managed efficiently to achieve the organizational goals include the effective implementation of organizational practices. Human resources are treated as complex set of creative abilities, unique talent, skills and aptitude obtained in the individuals with an aim to fulfil their desire and worth through effective engagement of their worth to the organizations (Megginson Leong 1977).

The set of interrelated and value based physiological and psychological approaches, sociological and ethical components integrated with human resources are expected to bring success to the organization (Michael 1980)

(Edwin 1984) has explained one of the earlier approaches of Human Resource Management. His studies emphasized HRM as Personnel Management. In his view, the management of Human Resources is explained as organized efforts of the enterprises with proper planning, organizing and execution of HRM practices to effective attainment, empowerment and growing of manpower to achieve personal and organizational objectives.

(Wendell 1986) has viewed the ideal development of HRM professionals through effective implementation of HRM practices. In his study, author viewed the HRM policies will certainly make a huge impact at the work place in terms of building the strong interpersonal relations, opportunities for increase in the productivity, maintenance of quality as well as customer service to increase morale of the employees.

The writings of (Ashwathappa and Dash 2021) focalized HRM as the integrated efforts of the management designed to effectively manage the people in the organizations to achieve effectiveness of the organization. Authors have treated HRM strategy should be integrated with Business strategy to improve the abilities as well as performance of the human resources.

### **3. OBJECTIVES & METHODOLOGY**

The paper presents the detailed analysis on following objectives.

- a. To present the overview of Higher Education sector in Madhya Pradesh State.
- b. To analyze the recruitment and selection of Human resources in select regions of Madhya Pradesh State.
- c. To extract the factors that influence the procurement of Human resources in Select Higher Educational institutions.

### **4. METHODOLOGY**

The study primarily relies on Primary sources of data. These include the sample frame of 20 select higher educational institutions functioning in Mathura and Gwalior region of Madhya Pradesh state. Further, a sample size of 300 respondents is obtained using multistage purposive sampling method. The survey instrument used is a structured questionnaire.

### **5. RESULTS & DISCUSSION**

On the basis of detailed examination of secondary sources of data to study the education sector in Madhya Pradesh state and sources of primary data, key observations are enlisted below.

### **6. BRIEF OVERVIEW OF EDUCATION SECTOR IN MADHYA PRADESH**

Madhya Pradesh is one among the states in India which was formed on 1<sup>st</sup> November, 1956 through the effort of central government by merging some regions of Maharashtra with erstwhile Bhopal states. The state is one of the distinctive states in the country and has a rich blend of natural resources. After reformation through dividing Chhattisgarh as separate state, the Madhya Pradesh state was divided into 52 districts on the basis of administrative and demographic considerations. Despite being a one of the largest states in the country, for administrative convenience, the state is divided into ten regions. The state has the specialty of owning unique culture, diversified communities and a rich source of Scheduled Tribe (21.1%) and Scheduled Caste (15.6%). The GDP of the state as on 2013-14 has marked per capital US\$871.45 AND HAS A VALUE OF Rs.4509 billion. Stately is largely agrarian based state. The demographic figures of the state reveal that, state has constituted 23043 Gram Panchayats merged in 313 Janpad Panchayats. These blocks are combined into 376 tehsil along with 52 Jila Panchayats. As per the Census reports, 2011, state has achieved 69.32% of literacy. Though being one of the rural based economies, the state has concentrated on the development of people through providing huge support to Higher Education. As per 2023

statistics of Department of Higher Education, a total of 14.85 lakh students are in higher education pursuing about 300 courses offered in 56 universities and 1360 colleges offering the facility of education in higher studies.

The purpose of higher education is to enable the student to reach his goals and to develop human qualities in him while ensuring the multifaceted development of his personality. Educational Institutions and universities are the pillars of education, the light of which spreads through the students to the entire society and the world. It is in these temples of Shiksha that life values are created in the heart of the student. Government of Madhya Pradesh, Higher Education Department is constantly striving in this direction. In the past years, the numerical growth of the educational institutions, quality education and multifaceted achievements of the students is a direct result of this. It is evident that the Department of Higher Education is continuously progressing towards achieving its goals.

Madhya Pradesh Higher Education Department is one among the departments, constantly striving to make the youth studying in the educational institutions physically, mentally and spiritually strong and energetic, along with this the cultural, social, moral engagement values and morals of these youth are developed and they are also sensitive so that youths can serve humanity by giving their best contribution when they go to the society after their studies.

The education system in the faculties of arts, science and commerce etc. of the colleges has been strengthened through various schemes of the government. The education system has become influential through various innovations like World Bank and RUSA Project, Ambassador Teacher Scheme, Smart Education System, Virtual Classroom Project, Remedial Classrooms, Skill Development etc.

As of 2022-2023 statistics extracted from Higher Education Department of Ministry of Education, Government of Madhya Pradesh, a total of 14,85,457 students are enrolled for Higher education programmes. These students are pursuing in 299 popular courses made available in 56 universities situated in Madhya Pradesh state.

## **7. CONTENT ANALYSIS ON RECRUITMENT AND SELECTION IN SELECT REGIONS OF MADHYA PRADESH STATE**

The content analysis is applied with a view to extract the job description, job specification and welfare measures presented in the recruitment notifications of select colleges. The Content Analysis further aimed to evaluate the important elements in the recruitment notification. This analysis is particularly used for the analysis of fulfilment of the colleges for each of the dimension analyzed from the recruitment notifications. It further aims to trace out the areas of deficiency on the whole and helps to find out the deficiencies or corrective measures to be taken.

From the analysis on the content presented in the job recruitment notification of the 20 select colleges selected for the field survey, 14 dimensions are identified as the most followed dimensions in recruitment notifications for the faculty members in the select courses.

Table-1 presents the detailed observation on the notifications issued by Select Regions.

From table-3.1, the following observations are made.

- a. In order to have clear information on which college has given the recruitment notification, it is mandatory to have the college name and contact details for getting additional information. In this direction, an attempt is made to evaluate whether the content related address and contact details of the colleges are given in the recruitment notification. College wise analysis reveals that, 100 percent of the select colleges select regions have fulfilled the requirement.
- b. The specification of the institute logo presents the easy catch up and differentiation among the colleges that already exist. Further, the logo symbolizes its brand and reputation. In this direction, an assessment is made and the college wise analysis reveals that, 40 percent of the colleges have given the college logo presented in its recruitment notification.
- c. The number of positions to be filled in the college provides a clear vision to the applicant to have an estimation of getting succeeded; further, it ensures the applicants to gain confidence that the recruitment is issued not for the mandatory provision but to fill the required suitable candidates. The analysis reveals that, only 20 percent of the colleges have fulfilled the number of positions to be filled in the college in its recruitment notification.
- d. With respect to the details of requirements in academic disciplines, the college wise analysis reveals that 95 percent of the colleges have given the details of requirements in academic disciplines.
- e. The eligibility details particularly differentiate the candidates on the basis of their probability of being included. The results reveal that 80 percent of the colleges have provided the eligibility details in the recruitment notifications.
- f. The job description in the notification is been summarized by 85 percent of the colleges. Further, only about 50 percent of the colleges have described the job specification in the notification.

- g. The information pertaining to salary and other financial benefits are given by 30 percent of the colleges. Since, specification of salary in the recruitment notification encourages the prospective candidates to get interested to apply for the job, less proportionate of colleges have presented these in their recruitment notification.
- h. The information on provision of welfare measures are presented by only 25 percent of the colleges.
- i. With reference to Details of affiliations, particularly the details about “select regions”, 75 percent of the colleges have specified in their recruitment notification. Further, 75 percent of the colleges have presented the details of accreditations on NBA, NAAC grades etc.
- j. Only about 30 percent of the colleges have given the brief description of the colleges including established year, campus facilities and area of campus and number of students pursuing in the college.
- k. Majority of the colleges have given combined recruitment notification for different courses. Only about 10 percent of the notifications issued by the colleges have mentioned individual notification for different courses.
- l. About 50 percent of the colleges have mentioned the approval status related to AICTE and UGC approval status in their job notifications.
- m. The particulars related to last date for sending the application/CV are mentioned by 55 percent of the colleges and about 80 percent of the colleges have mentioned about details of person-in-charge/ issuing authority of recruitment notification.

**Table-1:** Results of Content Analysis on Recruitment Notifications of Select Colleges

S. No.	Dimension	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	C 10	C 11	C 12	C 13	C 14	C 15	C 16	C 17	C 18	C 19	C 20	fraction
1.	Address and Contact details of the College	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	20/20 = 100%
2.	Specification of Institute Logo	√	√	X	√	√	X	X	X	√	X	√	√	√	√	√	X	√	√	X	X	8/20 = 40%
3.	Number of positions to be filled in the college	X	X	X	X	X	X	√	√	X	X	√	X	X	X	√	X	X	X	X	X	4/20 = 20%
4.	Details of requirements in academic disciplines	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	X	19/20 = 95%
5.	Eligibility details	√	√	√	√	X	√	X	√	√	√	√	X	X	√	√	√	√	√	√	√	16/20 = 80%
6.	Job Description in the notification	√	√	√	√	√	X	√	√	X	√	√	√	√	√	√	√	√	√	X	√	17/20 = 85%
7.	Job Specification in the Notification	X	X	X	X	X	√	√	√	X	√	√	X	√	√	X	√	√	X	√	X	10/20 = 50%
8.	Information on Salary and other financial benefits	√	√	X	√	X	X	X	X	X	X	√	X	X	X	√	X	√	X	X	X	6/20 = 30%



9.	Information on provision of welfare measures	√	√	√	X	X	X	√	√	X	X	X	X	X	X	X	X	X	X	X	X	5/20 = 25%
10.	Details of Affiliation of the college	√	√	√	√	√	√	√	√	√	X	√	X	X	X	√	X	√	√	√		15/20 = 75%
11.	Details of Accreditations	X	X	√	√	√	√	√	√	√	√	√	√	X	X	√	√	√	√	X		15/20 = 75%
12.	Brief description of the college	√	√	√	X	X	X	X	X	X	X	X	X	X	X	X	X	√	√	√		6/20 = 30%
13.	Individual notification for difference courses	X	X	√	X	X	X	X	X	X	X	X	X	X	X	X	X	√	X	X		2/20 = 10%
14.	Details of approval from regulatory bodies (AICTE, UGC etc.)	X	X	√	√	√	√	√	√	X	X	X	X	√	√	√	X	X	X	X		10/20 = 50%
15.	Details of status of Autonomous status	√	√	√	X	X	X	X	X	X	X	X	X	X	X	X	X	√	√	√		6/20 = 30%
16.	Details of last dates for application	X	X	X	√	√	√	√	√	X	X	X	√	√	X	X	√	√	X	X	X	11/20 = 55%
17.	Details of person – in –charge/ Issuing authority	X	X	√	√	√	√	√	√	√	√	√	√	√	X	√	√	√	X	√		16/20 = 80%
18.	College wise Score	58	59	70	65	53	53	65	70	40	40	59	40	40	40	40	59	59	65	47	40	

Source: Compiled from field survey

**8. PROCUREMENT OF HUMAN RESOURCES –RESULTS OF FACTOR ANALYSIS**

The Factor Analysis is applied with a view to analyze the significant factors that influence the recruitment and selection practices of colleges in select region. The factor analysis further helps to reduce the number of dimensions that influence the overall recruitment practices. All the 16 statements are classified as items and these items are been processed with the Factor Analysis. The basic tests such as “KMO Measure of fulfilment of sample size and Test of Bartlett’s on Sampling adequacy is approached to analyze whether the sample size is adequate to perform the factor analysis and the worth of Factor Analysis to the selected items.

**Table-2: Results of Fulfillment of Sample size and Adequacy**

<b>Fulfillment of Sample size evaluation using KMO measure</b>		0.839
<b>Test of Bartlett’s on Sampling adequacy</b>	<b>Chi-square value computed</b>	1316.334
	<b>DF</b>	120
	<b>Significant p-value</b>	.000

Source: Field Survey

The computed KMO measure of sampling adequacy presented in table-2 is 0.84 which show that, about 84 percent of the adequacy is found for the factor analysis and this prove that, the sample size is fit and the 16 select items are

fit for factor analysis. The Test of Bartlett’s on Sampling adequacy is computed as another measure to prove the sampling adequacy The computed probability value is 0.000 and the comparison with error margin, i.e., 5 percent level, the p-value found less than the margin of error, hence, null hypothesis is rejected and this show the evidence that the data is significant for the conduct of Factor Analysis.

The results of Scree plot clear that, maximum variation is observed for 4 factors. From factor 5 to factor 16, the variation is minimal and the shape of plot is not deviating that much and almost going parallel to X-axis. Hence, it gives evidence that, the Factor analysis reveal that, all the 16 items are to be grouped into 4 factors and these 4 factors significantly influence the Recruitment practices of colleges in the select region.

**a) Extraction of Factors**

The Principal Constituent Analysis is applied to extract the initial eigen values. The analysis help to finding the total variance extracted from each Constituent/factor. The results of Derived Total Variance presented in table-3 show that, 4 Constituents were extracted using Factor Analysis. Factor-1 explains 30.42 percent of total variation. Constituent-2 explains 10.31 percent of total variation. Constituent-3 explains 8.22 percent of total variation and Constituent -4 explains 6.68 percent of the total variation. Overall, 55.64 percent of the total variation is extracted from 4 Constituents. And the results prove that, all the 16 items are to grouped into 4 factors which influence the recruitment and selection practices in colleges at select region.

**Table-3: Derived Total Variance**

Constituent	Primary Eigen results			Extracted results			Revolving totals of Squared Derived		
	Total	% of Variance	Summative %	Total	% of Variance	Summative %	Total	% of Variance	Summative %
1	4.868	30.423	30.423	4.868	30.423	30.423	2.994	18.715	18.715
2	1.650	10.312	40.735	1.650	10.312	40.735	2.664	16.649	35.364
3	1.316	8.225	48.960	1.316	8.225	48.960	1.691	10.572	45.936
4	1.069	6.681	55.641	1.069	6.681	55.641	1.553	9.705	55.641
5	.981	6.130	61.771						
6	.874	5.463	67.234						
7	.744	4.651	71.886						
8	.688	4.302	76.188						
9	.638	3.986	80.174						
10	.579	3.621	83.795						
11	.528	3.298	87.093						
12	.474	2.962	90.055						
13	.456	2.847	92.902						
14	.428	2.677	95.579						
15	.371	2.322	97.901						
16	.336	2.099	100.000						

Source: Field Survey

**b) Derived Results of Total Variance**

Results displayed in table-4 explains the consolidated classification of components integrated into factors/ constituents. A total of 4 constituents are extracted using “Principal Component Method” through Factor Analysis.

**Table-4: Factor Analysis- Rotated Constituent Matrix**

	Constituent			
	1	2	3	4
The Selection process is impartial and transparent.			.634	
My selection in the college is based on my skill and experiences.			.500	
Pay package for the recruited is on par with industry.			.841	
Faculty experience is ratified in this institution.		.614		
Referral system in the selection process is not practiced here.	.711			
The process of appointment will not take more time after selection.				.662
Management organizes induction to newly joined faculty.	.569			
Roles and responsibilities are clearly defined in Job description.				.847
Work responsibilities are clearly mentioned during recruitment process.	.652			
Work load for the faculty is arranged according to University norms.	.673			
Management explains the institution vision and mission during induction.		.456		
Management explains the rules and regulations for newly joined faculty.	-.656			
Senior colleagues co-ordinates the newly recruited faculty.				.449
Management explains the salary and other perks to the newly joined faculty.	.519			

Offer Letter is issued immediately after being selected.		.766		
Institution offers transparency in the procurement of faculty.		.606		

Source: Field Survey

### c) Factor Analysis- Rotated Constituent Matrix

From the review on the results of rotated Constituent matrix, four Constituents (or) factors are the major influencing factors of procurement of Human Resources of faculty members in select colleges affiliated to Gwalior and Mathura regions. The Constituents are explained according to their importance:

#### Factor -1: Influence Orientation

1. Referral system in the selection process is not practiced here.
2. Management organizes induction to newly joined faculty.
3. Work responsibilities are clearly mentioned during recruitment process.
4. Work load for the faculty is arranged according to University norms.
5. Management explains the rules and regulations for newly joined faculty.
6. Management explains the salary and other perks to the newly joined faculty.

#### Factor -2: Influence of Policies

1. Faculty experience is ratified in this institution.
2. Management explains the institution vision and mission during induction.
3. Offer Letter is issued immediately after being selected.
4. Institution offers transparency in the procurement of faculty.

#### Factor -3: Transparency in selection

1. The Selection process is impartial and transparent.
2. My selection in the college is based on my skill and experiences.
3. Pay package for the recruited is on par with industry.

#### Factor-4: Work Environment

1. The process of appointment will not take more time after selection.
2. Roles and responsibilities are clearly defined in Job description.
3. Senior colleagues co-ordinates the newly recruited faculty.

From the factor analysis, it is to conclude that, post selection activities, role of management, transparency & pay package, responsibilities & co-ordination are the four factors influence the Recruitment & selection process in select colleges.

## 9. CONCLUSIONS

Based on the extensive analysis on data compiled for the study, it is noticed that Gwalior region and Mathura regions are shown as one of the most fastly developing education services in the select regions. The extensive study on content analysis on recruitment and selection policies and execution in select regions revealed that, there is a significant difference in the approach of recruitment by the select higher educational institutions. The information pertaining to Salary and other benefits, description about the college, profile of colleges, individual notification for different courses and approval status are not much emphasized in the recruitment and selection process which are observed through content analysis focused on 20 select colleges in the select regions. The factor analysis results clearly prove that, influence orientation, influence of policies, transparency in selection and work environment are statistically noticed as key factors extracted through factors analysis that are expected to influence the procurement of human resources.

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