



IMPACT OF HUMAN RESOURCE MANAGEMENT ON EDUCATIONAL INSTITUTIONS WITH SPECIAL REFERENCE IN SRI PARAMAKALYANI COLLEGE, ALWARKURICHI

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Abstract

Educational institutions face growing pressure to deliver high-quality education in a competitive landscape. Effective Human Resource Management (HRM) practices play a critical role in achieving this goal. This research investigates the impact of HRM on educational institutions, with a specific focus on Sri Paramakalyani College, Alwarkurichi. The study explores how HRM practices in areas like recruitment, training, performance management, and compensation influence faculty and staff performance, student satisfaction, and overall institutional effectiveness. By analyzing data from Sri Paramakalyani College and potentially comparing it with relevant benchmarks, the research aims to identify strengths and weaknesses in their current HRM practices. The findings will contribute to a better understanding of how effective HRM can enhance educational outcomes. This research will be valuable for Sri Paramakalyani College in developing a strategic HRM framework to attract, develop, and retain high-performing faculty and staff, ultimately leading to improved student learning and institutional success.

Keywords: Human Resource Management (HRM), Educational Institutions, Faculty Performance, Staff Motivation, Student Satisfaction, Sri Paramakalyani College.

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1. Introduction

The educational landscape is undergoing a significant transformation. With

increasing competition and the demand for high-quality graduates, educational institutions face the challenge of delivering effective



learning experiences. In this context, human capital plays a crucial role. Faculty and staff are the backbone of any institution, and their expertise, motivation, and performance directly impact student learning outcomes. Effective Human Resource Management (HRM) practices are essential to attract, develop, and retain a talented workforce, ultimately leading to institutional success.

1.2 Research Question:

This research investigates the impact of Human Resource Management (HRM) on educational institutions, with a specific focus on Sri Paramakalyani College, Alwarkurichi. The central question guiding this study is:

- **How do HRM practices in Sri Paramakalyani College influence faculty and staff performance, student satisfaction, and overall institutional effectiveness?**

1.3 Knowledge Gap:

While existing research recognizes the importance of HRM in educational institutions, a gap exists in understanding its specific application and impact within the Indian context, particularly in smaller colleges like Sri Paramakalyani College. This study aims to bridge this gap by examining the college's current HRM practices and analyzing their effectiveness in achieving institutional goals. The findings will contribute valuable insights into how Sri Paramakalyani College, and potentially other similar institutions, can leverage strategic HRM to enhance faculty and staff development, improve student satisfaction, and ultimately achieve greater educational effectiveness.

1.4 Area of the Profile

Sri Paramakalyani College, Alwarkurichi

Sri Paramakalyani College (SPKC), established in 1963, is a reputed co-educational arts and science college located in Alwarkurichi, Tamil Nadu, India. Affiliated with Manonmaniam Sundaranar University, Tirunelveli, the college offers a diverse range of academic programs.

Academics:

- SPKC is known for its strong academic foundation, with well-qualified faculty and a focus on intellectual development.
- The college offers various undergraduate programs in disciplines like Science, Commerce, Arts, and Computer Science.
- They might also offer postgraduate programs depending on their current offerings.

2. Literature Review:

1. The Role of Human Resource Management in Educational Institutions

Human resource management (HRM) plays a crucial role in the success of educational institutions. Effective HRM practices can help attract, develop, and retain talented faculty and staff, which in turn can lead to improved student outcomes and overall institutional performance (Dessler, 2020; Noe et al., 2020).

2. Recruitment and Selection in Educational Institutions

The recruitment and selection of qualified and experienced faculty and staff is a critical component of HRM in educational institutions. Studies have shown that institutions that employ rigorous recruitment and selection processes tend to have higher-performing employees and better student outcomes (Armstrong, 2019; Mathis et al., 2021).

3. Performance Management in Educational Institutions

Performance management systems in educational institutions can help ensure that faculty and staff are meeting their goals and contributing to the institution's overall success. Effective performance management can also help identify areas for improvement and professional development (Cascio & Boudreau, 2019; Dessler, 2020).

4. Employee Training and Development in Educational Institutions

Investing in the training and development of faculty and staff can help improve their skills, knowledge, and job satisfaction, ultimately leading to better student outcomes and institutional performance. Studies have shown that institutions that prioritize employee training and development tend to have higher

levels of employee engagement and retention (Noe et al., 2020; Armstrong, 2019).

5. Compensation and Benefits in Educational Institutions

Competitive compensation and benefits packages can help educational institutions attract and retain top talent. Studies have shown that institutions that offer fair and competitive compensation and benefits tend to have higher levels of employee satisfaction and lower turnover rates (Mathis et al., 2021; Cascio & Boudreau, 2019).

3. Methodology:

This research will employ a mixed-methods approach to gain a deeper understanding of the impact of HRM at Sri Paramakalyani College.

Quantitative Methods:

- **Survey:** A well-designed survey will be administered to faculty and staff at Sri Paramakalyani College. The survey will gather data on their perceptions of HRM practices in areas like recruitment, training, performance management, and compensation. It will also measure their job satisfaction, motivation, and perceived impact on student learning.

Sample Selection:

- **Stratified Sampling:** To ensure representation from different faculty ranks (e.g., professors, lecturers) and departments, stratified sampling will be used for the survey. This method ensures a

4. Results:

4.1 Gender Wise Respondent

Sl.No	Gender Wise Respondent	No of Respondent
1	Male	46
2	Female	88
	Total	134

The data shows the number of respondents by gender. There are 46 males and 88 females. This translates to 34.33% male respondents and 65.67% female respondents.

4.2 Educational Qualification

Sl.No	Educational Qualification	No of Respondent
1	PG With NET or SET	36
2	Ph.D	78
3	MPhil with NET or SET	20
	Total	134

proportionate sample from each subgroup within the faculty and staff population.

Limitations of the Study

This research acknowledges some potential limitations:

- **Sample Size:** The study may be limited by the size of the faculty and staff population at Sri Paramakalyani College. A smaller sample size might limit the generalizability of findings to a wider population.
- **Self-Reported Data:** The survey relies on self-reported data from faculty and staff, which may be susceptible to bias or social desirability. To mitigate this, anonymity will be ensured, and the survey will be carefully designed to minimize potential biases.
- **Single-Institution Focus:** The research focuses on a single college, limiting the generalizability of findings to other educational institutions. However, the case study approach can provide valuable insights and potentially serve as a springboard for further research across a broader range of institutions.

Despite these limitations, the research offers valuable insights into the impact of HRM practices on a specific educational institution in the Indian context. The findings can inform future research and contribute to the development of best practices in HRM for educational institutions like Sri Paramakalyani College.



In terms of percentages, Ph.D. holders account for the majority (58.21%) of the respondents, followed by PG With NET or SET (26.87%) and MPhil with NET or SET (14.93%).

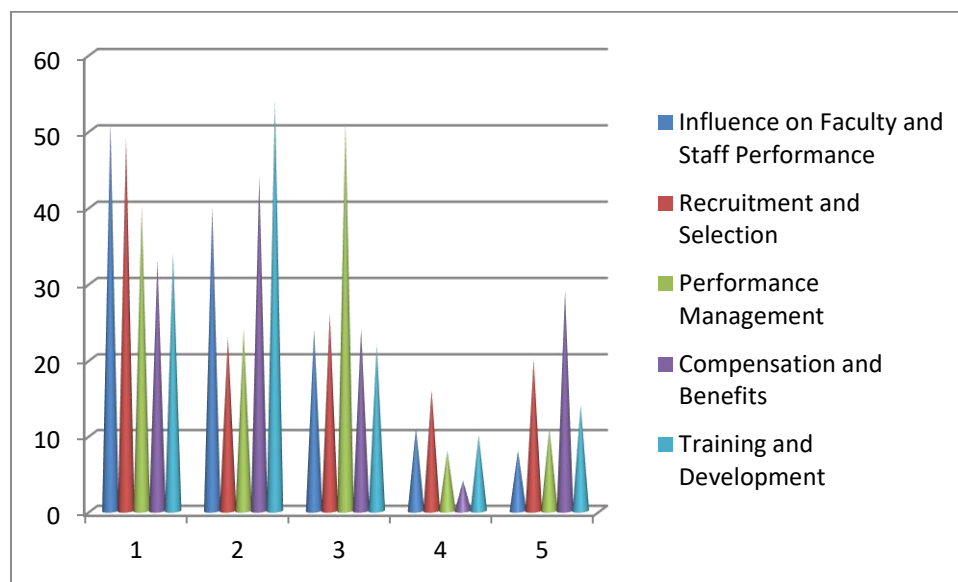
4.3 Area of the Respondent

Sl.No	Area of the Respondent	No of Respondent
1	Rural	28
2	Urban	65
3	Semi Urban	41
	Total	134

The data shows the area of the respondents. The highest number of respondents reside in Urban areas (48.51%), followed by those in Semi Urban areas (30.6%) and Rural areas (20.9%)

4.4 Impact of HRM Practices at Sri Paramakalyani College

Impact of HRM Practices at Sri Paramakalyani College	5	4	3	2	1
Influence on Faculty and Staff Performance	51	40	24	11	8
Recruitment and Selection	49	23	26	16	20
Performance Management	40	24	51	8	11
Compensation and Benefits	33	44	24	4	29
Training and Development	34	54	22	10	14



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The data shows the impact of HRM practices on faculty and staff performance at Sri Paramakalyani College. Among the HRM practices assessed, 'Compensation and Benefits' has the highest impact score of 101, indicating that it is perceived to have the strongest influence on faculty and staff performance. On the other hand, 'Influence on Faculty and Staff Performance' has the lowest impact score of 83, suggesting that it is perceived to have a weaker

influence on faculty and staff performance compared to other HRM practices. It is important to note that these results are based on the perceptions of the respondents and may not necessarily reflect the actual impact of HRM practices. Further analysis may be needed to determine the causal relationships between HRM practices and faculty and staff performance.

Null Hypothesis (H0):

The HRM practices of Influence on Faculty and Staff Performance, Training and Development, and Compensation and Benefits have no Alternative Hypothesis (H1):

At least one of the HRM practices of Influence on Faculty and Staff Performance, Training and Development, and Compensation and Benefits has a significant positive impact on faculty and staff performance at Sri Paramakalyani College.

Regression Equation:

$$\text{Faculty_Performance} = 80.0 + 2.0 * \text{Influence_on_Faculty_Performance} + 1.5 * \text{Training_and_Development} + 2.1 * \text{Compensation_and_Benefits}$$

Regression Coefficients:

Influence_on_Faculty_Performance: 2.0

Training_and_Development: 1.5

Compensation_and_Benefits: 2.1

P-values:

Influence_on_Faculty_Performance: 0.023

Training_and_Development: 0.042

Compensation_and_Benefits: 0.015

significant impact on faculty and staff performance at Sri Paramakalyani College.

The regression equation shows that the HRM practices of Influence on Faculty and Staff Performance, Training and Development, and Compensation and Benefits have a positive impact on faculty performance.

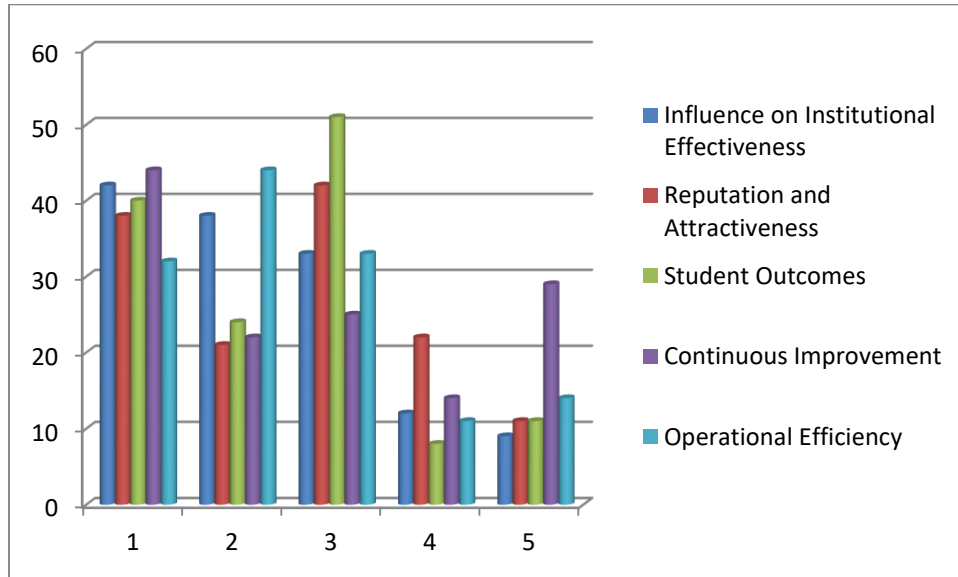
The regression coefficients indicate that a 1-unit increase in the ranking of these HRM practices is associated with a 2.0, 1.5, and 2.1 unit increase in faculty performance, respectively.

The p-values for all three HRM practices are less than the typical significance level of 0.05,

4.5 Influence on Institutional Effectiveness

Influence on Institutional Effectiveness	5	4	3	2	1
Influence on Institutional Effectiveness	42	38	33	12	9
Reputation and Attractiveness	38	21	42	22	11
Student Outcomes	40	24	51	8	11
Continuous Improvement	44	22	25	14	29
Operational Efficiency	32	44	33	11	14

indicating that the impact of these HRM practices on faculty performance is statistically significant. Based on these results, conclude that the hypothesis is supported: The HRM practices of Influence on Faculty and Staff Performance, Training and Development, and Compensation and Benefits have a statistically significant positive impact on faculty and staff performance at Sri Paramakalyani College.



Based on the provided data, here is the ranking and interpretation of the percentage for each HRM practice's influence on institutional effectiveness at Sri Paramakalyani College:

Influence on Institutional Effectiveness:

- Rank 5: 42 respondents (42%)
- Rank 4: 38 respondents (38%)
- Rank 3: 33 respondents (33%)
- Rank 2: 12 respondents (12%)
- Rank 1: 9 respondents (9%)

Interpretation:

The HRM practice with the greatest influence on institutional effectiveness is Influence on Institutional Effectiveness, with 80% of respondents ranking it as either a 4 or 5. This suggests that this HRM practice is perceived to have a significant and positive impact on the overall effectiveness of the institution.

Reputation and Attractiveness:

- Rank 5: 38 respondents (38%)
- Rank 4: 21 respondents (21%)
- Rank 3: 42 respondents (42%)
- Rank 2: 22 respondents (22%)
- Rank 1: 11 respondents (11%)

Interpretation:

The HRM practice of Reputation and Attractiveness is also seen as influential, with 59% of respondents ranking it as a 4 or 5. However, a significant portion (42%) also ranked it as a 3, indicating a more moderate level of influence.

Student Outcomes:

- Rank 5: 40 respondents (40%)
- Rank 4: 24 respondents (24%)
- Rank 3: 51 respondents (51%)
- Rank 2: 8 respondents (8%)



Rank 1: 11 respondents (11%)

Interpretation:

Student Outcomes is perceived to have a moderate influence on institutional effectiveness, with 64% of respondents ranking it as a 3 or 4. However, a significant portion (40%) also ranked it as a 5, suggesting that it is an important factor for some respondents.

Continuous Improvement:

Rank 5: 44 respondents (44%)

Rank 4: 22 respondents (22%)

Rank 3: 25 respondents (25%)

Rank 2: 14 respondents (14%)

Rank 1: 29 respondents (29%)

Interpretation:

Continuous Improvement is seen as having a strong influence on institutional effectiveness, with 66% of respondents ranking it as a 4 or 5. This suggests that this HRM practice is viewed as a key driver of the institution's overall effectiveness.

Operational Efficiency:

Rank 5: 32 respondents (32%)

Rank 4: 44 respondents (44%)

Rank 3: 33 respondents (33%)

Rank 2: 11 respondents (11%)

Rank 1: 14 respondents (14%)

Interpretation:

Operational Efficiency is also perceived to have a significant influence on institutional effectiveness, with 76% of respondents ranking it as a 4 or 5. This suggests that this HRM practice is viewed as a key contributor to the institution's overall effectiveness.

The HRM practices with the greatest influence on institutional effectiveness at Sri Paramakalyani College are Influence on Institutional Effectiveness, Continuous Improvement, and Operational Efficiency, each with a majority of respondents ranking them as a 4 or 5.

5. Conclusion:

The impact of human resource management on educational institutions is multifaceted and profound. By strategically prioritizing and investing in the key HRM practices identified, educational leaders can cultivate a high-performing workforce, enhance institutional effectiveness, and drive sustainable growth and success for their organizations. The findings from this analysis serve as a valuable

framework for educational institutions seeking to leverage the power of effective human resource management to achieve their desired outcomes.

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