

# HRM Practices and how they Effect on Employees' Job Performance: Proof from Two Institutional Frameworks in Uttar Pradesh

*Jyoti Soni\*, Vipin Kumar\*\**

*\*Research Scholar, Institute of Business Management and Commerce, Mangalayatan University, Aligarh, Email: jyoti.1364@gmail.com*

*\*\*Assistant Professor, Institute of Business Management and Commerce, Mangalayatan University, Aligarh, Email: vipin.kumar1933@mangalayatan.edu.in*

## **ABSTRACT**

The study evaluates the effects of performance evaluation, training and development, and hiring and selection on employees' job performance. The government and self-financed institutions in Uttar Pradesh are the two different institutions in which the proposed study assesses HRM practices. Using random sampling method, the sample data of 400 employees (teaching/non-teaching staff) was collected from Government and self – financed institutions of Uttar Pradesh using questionnaire method. The data was analyzed using descriptive and inferential statistical methods like correlational analysis and the t-test. As stated by the study, there isn't a strong correlation between any of the HRM techniques applied in the study area and both teaching and non-teaching employees. Nonetheless, it was also discovered that there are no appreciable distinctions between government and self-financed institutions performance appraisal practices. This will show that general HRM practices have a substantial effect on teaching and non-teaching employee members' job performance in both government and self-financed institutions. The study's limits are revealed, recommendations for high-performance HR practices and employees' job performance are offered, and future research prospects for academics are highlighted.

**Keywords:** HRM Practices, Performance Appraisal, Training and Development, Recruitment and Selection, Job Performance, Government Institutions, Self-financed Institutions, Uttar Pradesh

## **INTRODUCTION:**

It has been acknowledged that the most crucial element of every public or private organization's development and success is its human resources. HRM, or Human resource management, is a planned method for all management operations that affect the connection between the organization and its personnel, according to Beer et al. (1984). To keep up a proficient and professional staff and enhance organizational performance, good HRM practices must be implemented globally. In reality, among the most precious assets and subtle factors of production in a business is its workforce. Any organization's ability to achieve its objectives is largely dependent on how well its employees perform (Danish and Usman, 2010). Thus, in order to get a competitive edge, companies need to implement best practices and take a deliberate approach to enhancing HRM (Khan, 2010). In the era of globalization, implementing distinctive and contemporary HR practices have been viewed as a practical means of achieving organizational objectives (Mohrman et al., 1995).

HRM is described as a set of procedures and methods intended to efficiently manage workers at all organizational levels in order to accomplish organizational goals. In both the public and private sectors, as well as in business analysis, the success of an organization depends on its people resources. HRM successfully manages people to raise employee achievement and happiness, increase productivity, and align with corporate goals. To guarantee a highly productive and motivated workforce, fundamental HR procedures include hiring, employee retention, performance management, and training are crucial.

HR relies heavily on recruitment strategies since they determine the kind of people that will join the company. Attracting and selecting competent candidates whose skills, values, and goals align with the organization's goals and vision is essential to effective recruitment. Recruitment tactics have changed significantly over time. For example, skills-based recruitment has moved from more conventional approaches like job postings and walk-in interviews to more cutting-edge approaches utilizing internet tools, data analytics, and artificial intelligence (AI). Additionally, the availability of talent has increased with the introduction of recruitment technologies like virtual hiring platforms, automated screening tools, and Application Tracking Systems (ATS). These hiring techniques make things easier, lower hiring expenses, and boost overall productivity.

Employee productivity and effectiveness are significantly increased by development and training programs, which are crucial elements of human resource management. Training is crucial for fostering professional growth and lifetime learning in addition to honing job-specific skills. Businesses that put in place extensive training programs usually see increased productivity, lower staff turnover, and more employee satisfaction. Organizations use a variety of training approaches, including workshops, mentorship programs, on-the-job training, and more sophisticated methods like e-learning, virtual simulations, and AI-enhanced customized learning. Technology-based training approaches have revolutionized education by offering cost-effectiveness, scalability, and flexibility.

While virtual reality (VR) and augmented reality (AR) offer realistic learning scenarios, particularly in technical and high-risk areas, e-learning systems enable employees to access instructional resources at their convenience.

In an effort to stay ahead of the competition, the majority of businesses prioritize Total Quality Management (TQM), ignoring the importance of workers and human resource performance in the expansion and success of their businesses (Khera, 1999). Effective HRM procedures lower employee contentment, which influences their dedication to the organization. An organization's primary success is determined by how well its personnel do their assigned jobs, feel good about themselves, and feel worthy. For businesses to be more profitable and responsive to the demands of their shareholders in this fast-paced world, intangible assets, or intellectual capital, must continue to function (Malik et al. 2010).

In the current competitive world, firms must use effective HRM strategies to sustain operational excellence and accomplish strategic goals. HRM strategies are usually established in government institutions to ensure long-term viability, boost technical proficiency, and promote innovation. Conversely, self-financed institutions prioritize adaptability, a performance-oriented culture, and responsiveness to institutional demands. This disparity emphasizes the need to investigate how HRM practices, particularly hiring and orientation, impact organizational effectiveness in various sectors. Understanding these dynamics is crucial because it allows companies to tailor their HRM procedures to meet specific goals, boost output, and obtain a competitive edge.

HRM practices are crucial for businesses. While organized training initiatives support job satisfaction, skill development, and employee retention, effective recruitment strategies align talent acquisition with business objectives. These activities greatly support corporate growth and sustainability while also enhancing individual performance. Therefore, determining best practices and areas for development requires evaluating how HRM practices impact institutions effectiveness, especially in a range of circumstances. In order to provide crucial insights into the significance of HRM for institutions performance, the proposed study will investigate the consequences of training programs and recruitment tactics on how well HRM procedures work in these two institutions.

### Objectives

- To research the current state of HRM (human resource management) practices in higher learning institutions.
- To look into the effects of HRM practices on employees' job performance.

### Hypotheses

- H<sub>01</sub>: Government and Self-financed higher education institutions' HRM practices would differ significantly.
- H<sub>02</sub>: HRM practices would have a major influence on government institutions employees' job performance.
- H<sub>03</sub>: HRM practices would have a major influence on self-financed institutions employees' job performance.

### RELATED WORK

Noor et. al., (2022) investigated how HRM practices affect academics job satisfaction in a higher education institution in Malaysia. A pilot study was conducted in a higher education institution with 144 academics as the sample. A broad spectrum of participating university faculties, departments, and academic divisions were among the responses. Job satisfaction was found to be strongly and positively correlated with human resource management techniques, including recruiting, performance evaluation, training and development and selection, reward, recognition, and promotion chances. The current study's findings and statistical analysis may serve as a reference for showing how HRM practices affect academics' Malaysian's job contentment higher education institutions.

Olasehinde et. al., (2023) was determine how human resources management may improve employee productivity. The three main indicators of organizational management that will be examined in this investigation are practices related to staff hiring and selection, education and training, and compensation and rewards. A study design using a structured questionnaire survey was used, and it was given to a subset of the academic and non-academic staff employees of Ekiti State University, Ado Ekiti. The study used correlation analysis additionally to ordinary least square regression analysis. The results of the

empirical research shows that workers' performance is significantly impacted by staff recruiting and selection, training, and development practices, but not much by remuneration and reward practices. A true significant association between the model's variables was established by the F-test, which showed a value that is significant at the 5% level, and the regression result's coefficient of multiple determination, which demonstrated a robust result. Therefore, it was recommended that before people are integrated into an organization, efforts should be focused on the recruitment and selection process.

Vishwanath Bhanuse and Dr. Mallikarjun M. Maradi (2023) examined the impact of HRM practices on worker motivation, job satisfaction, and desire to leave. The study intends to investigate the different HR methods that these organizations have put in place, such as their approaches to employing and selecting staff members, their instruction and growth plans, their performance management systems, their benefits and pay packages, and their employee engagement activities. The study includes graphs and charts for analysis of data and inferences, in addition to descriptive and inferential statistics. Considering the practical probability sampling technique, a sample size of ninety was selected from banking and educational institutions. The findings show that possibilities for professional advancement, clear job duties, supportive supervisor behaviors, and efficient communication channels all possess a beneficial influence on worker motivation and job satisfaction. Furthermore, job stability and teamwork have a favorable correlation with employee motivation, and performance evaluation and recognition are important indicators of the intention to leave an organization. As stated by the findings, companies in Jamkhandi City may possess the ability to lower employee turnover intentions and increase worker motivation and contentment at work by putting these elements at the center of their human resources initiatives.

Sudhakar *et. al.*, (2023) examined the impacts and influences of reward practices—which are a magic bullet for employee work satisfaction—was the main objective of this study. In order to show the cause and effect link between incentive methods and employees contentment at work, a causal research methodology was adopted in this research. The method of stratified random sampling was used in order to ascertain the percentage of workers from private educational establishments. For this study, a sample size of 140 individuals was employed. A questionnaire with a 5-point Likert scale with researcher assistance was employed under the principal sources of the data. Techniques for statistical analysis that were both descriptive and inferential were applied. SPSS version 21.0 was employed to assess the data that was gathered. Extrinsic rewards such as pay, perks, and promotions, as well as intrinsic rewards like work significance, job autonomy, and job recognition, are taken into account as independent factors examined the impact of HRM practices on worker motivation, job satisfaction, and desire to leave. The study intends to investigate the different HR methods that these organizations have put in place, such as their approaches to employing and selecting staff members, their instruction and growth plans, their performance management systems, their benefits and pay packages, and their employee engagement activities. The study includes graphs and charts for analysis of data and inferences, in addition to descriptive and inferential statistics. Based on the practical probability sampling technique, a sample size of ninety was selected from banking and educational institutions. The findings show that possibilities for professional advancement, clear job duties, supportive supervisor behaviors, and efficient communication channels all possess a beneficial influence on worker motivation and job satisfaction. Furthermore, job stability and teamwork have a favorable correlation with employee motivation, and performance evaluation and recognition are important indicators of the intention to leave an organization. As stated by the findings, companies in Jamkhandi City may possess the ability to lower employee turnover intentions and increase worker motivation and contentment at work by putting these elements at the center of their human resources initiatives.

Tamirat Tafese Keltu (2024) investigated how HRD practices affected worker performance, using Mizan Tepi University employees' job satisfaction academic staff as a mediating variable. Academic staff members from eight colleges at Mizan Tepi University who were chosen by stratified random sampling were given a standardized Likert scale questionnaire. For data analysis, t-tests and a model of structural equations were among the both inferential and descriptive statistics that were employed. The study discovered a strong favorable relationship between employee performance and HRD procedures.

Dawit udesa Gede (2024) looked into how HRM practices impact employee engagement. Establishing a link between human resource management strategies and employee engagement was given special attention. The study was cross-sectional, and surveys were used to collect data. Structural equation modeling was employed for data analysis. Route analysis and confirmatory factor analysis were used to evaluate the hypothesis. Information was supplied by 365 employees from three Ethiopian institutions. The study's findings show that HRM practices have a big influence on employee engagement. The outcome also shows that a high degree of employee engagement exists in an organization whose HRM implementation strategies are viewed favorably.

Daniel *et. al.*, (2024) studied how certain HRM strategies affect the organizational effectiveness of public colleges in the state of Abia. Selection and recruitment in addition to compensation are the chosen HRMPs used in this research. For this study, the design of the survey research was chosen. Through

copies of a standardized questionnaire, data was gathered. Regression analysis utilizing using conventional least squares, analyze the collected data. The outcome shows that organizational performance in public institutions in the state of Abia is significantly impacted by recruiting, selection, and compensation.

Aribaba *et al.* (2025) was examined the effects of important HRM practices—compensation and benefits, performance management, training and development, and promotion—on academic staff participation in the state's private institutions. Information from a sample of 385 academic staff members chosen by stratified random sampling from a population of 568 was collected using a survey study design. The Taro Yamane formula was used to calculate the sample size. The main tool used to collect the data was a systematic questionnaire. The information was summarized using descriptive statistics (mean and standard deviation), and the correlations between the variables were investigated using multiple analysis of regression. The findings demonstrated that all four HRM practices had statistically significant and favorable effects on worker performance, with benefits and pay having the most influence, followed by performance management, training and development, and promotion.

Arya (2025) looked in the Tehri Garhwal district of Uttarakhand, India, that how HRM (human resource management) procedures affected teacher satisfaction and academic achievement. Since education is essential to the progress of society, teacher performance and satisfaction have a major influence on academic results. HRM aspects like hiring and performance evaluation, training and development, and selection, pay, and workplace culture are all examined in this study. The study assesses information gathered from elementary and secondary school instructors in the district's public and private schools using both quantitative and qualitative approaches. The findings show a strong link between improved HRM practices and higher teacher satisfaction, which improves academic achievement.

Ngema *et al.* (2025) looked into how full-time faculty performance in Kenyan private universities was affected by HRM practices, particularly employee involvement, talent management, and HR information systems. The hypothesis was that employee performance in Kenyan private universities is not significantly impacted by HRM methods. The study used a descriptive cross-sectional survey design and a positivist mindset, guided by Human Capital Theory, Hierarchy of Needs Theory, and Goal-Setting Theory. A stratified random sample of 399 full-time academic staff members from 36 private universities made up the target population. Structured questionnaires were used to gather data, and 221 valid replies (55.4% response rate) were obtained. SPSS Version 20 was employed to examine the data, and the hypothesis was tested using simple linear regression. The bundled HRM practices and faculty performance were found to have a statistically significant and favorable association ( $R^2 = 0.262$ ,  $\beta = 0.512$ ,  $p < 0.05$ ). These results suggest that combining HRM approaches improves full-time faculty production in teaching, research, and student supervision through a synergistic impact.

At a public university in Cavite, Philippines, Mahel *et al.* (2026) looked into how HRM methods affected the job satisfaction and organizational commitment of staff members (teachers/professors). The investigation was integrated logically and cogently using the quantitative approach and descriptive design. Additionally, the author used stratified random sampling procedures to stratify participants according to their college of assignment, while purposive selection was employed to choose the research site. A total of 180 participants—79 males (43.9%) and 101 females (56.1%)—provided data for the study. Primary data for the study was gathered using questionnaires about HRMPs, Job Satisfaction, and Organizational Commitment Scales. The mean, standard deviation, and product-moment correlation coefficient (PMCC) were the statistical methods employed. Consequently, there is a strong and positive relationship between the work satisfaction subscales and the variables related to human resource management techniques. Additionally, the findings demonstrated a strong, substantial association between the organizational commitment factors and the components of human resource management policies and practices.

## RESEARCH FRAMEWORKS



## METHODOLOGY

The foundation of any research project is its methodology. This section discusses a theoretical and methodical examination based on the previously mentioned goals and alternative hypothesis.

### RESEARCH DESIGN

Based on primary data collected using a quantitative survey research design, the current study is descriptive in nature.

### PROCEDURE

Permission was obtained from several department heads, individual faculty members, and employees of both government and self-financed institutions before the management of the questionnaires. As needed by the research, a well-structured and administered questionnaire was used to collect the primary data. Questionnaires were sent to the respondents both directly and via mail in order to gather information from them. Respondents were reassured that their responses would be kept private and utilized exclusively for research.

### Study Area

The current study's goal is to determine how HRM procedures impact workers' job performance in Uttar Pradesh's higher education institutions. Uttar Pradesh has a large network of government and self-financed educational institutions. In higher education, the state has around 8,072 governments, aided, and self-financed institutions, including nearly 216 government institutions. In the educational institutions, there are approximately 1.34 lakh government institutions, making Uttar Pradesh among the biggest educational systems in India. For the study's objective, some selected government and self-financed institutions were taken into consideration for comparative analysis.

### Participants

Teaching staff (N=200) and non-teaching staff (N=200) from some selected government and self-financed institutions make up the study's 400 participants (Total N=400). Gender, marital status, and years of experience were the criteria used to evaluate performance.

### Sampling Method

The sample responses were chosen using the Simple Random Sampling approach. Both teaching and non-teaching institutions employees provided the sample data.

### Statistical Analysis

The t-test and Pearson's product moment coefficient of correlation were two suitable statistical methods utilized for data analysis.

## DATA ANALYSIS AND FINDINGS

**Table: 1**

Displaying the proportional distribution and frequency of the gender of the workers

| Name of institution           | Staff        | Gender | F   | P (in %) |
|-------------------------------|--------------|--------|-----|----------|
| GOVERNMENT INSTITUTIONS       | Teaching     | Male   | 59  | 59       |
|                               |              | Female | 41  | 41       |
|                               | Non-Teaching | Male   | 65  | 65       |
|                               |              | Female | 35  | 35       |
| SELF – FINSANCED INSTITUTIONS | Teaching     | Male   | 54  | 49       |
|                               |              | Female | 46  | 51       |
|                               | Non-Teaching | Male   | 61  | 59       |
|                               |              | Female | 39  | 41       |
| Total                         |              |        | 400 | 400      |

The gender distribution of teaching and non-teaching employees in government and self-financed institutions is uneven, based on the findings of descriptive statistics. According to Table 1, there are more male non-teaching employees at government institutions (65%) than female non-teaching employees (35%) and teaching employees. In self-financed institutions, the proportion of male non-teaching employees is higher (59%) than that of female employees (41%).

**Table: 2**

Displaying the proportional distribution and frequency of the status of marriage of employees

| Name of institution           | Staff        | Gender    | F   | P (in %) |
|-------------------------------|--------------|-----------|-----|----------|
| GOVERNMENT INSTITUTIONS       | Teaching     | Married   | 72  | 72       |
|                               |              | Unmarried | 28  | 28       |
|                               | Non-Teaching | Married   | 81  | 81       |
|                               |              | Unmarried | 19  | 19       |
| SELF – FINSANCED INSTITUTIONS | Teaching     | Married   | 74  | 74       |
|                               |              | Unmarried | 26  | 26       |
|                               | Non-Teaching | Married   | 61  | 61       |
|                               |              | Unmarried | 39  | 39       |
| Total                         |              |           | 400 | 400      |

The distribution of teaching and non-teaching employees in the government and self-financed institutions is unequal regarding marriage status, based on the findings of descriptive data. Table 2 demonstrates that 81% of government institutions non-teaching staff members are married, which is higher than the overall average. The overall outcome demonstrates that in both government and self-financed institutions, the proportion of married employees is higher than that of single employees.

**Table: 3**

Displaying the percentage distribution and frequencies on the years of experience of the employee

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| The name of institution      | Staff        | Experience (In years) | F   | P (in %) |
|------------------------------|--------------|-----------------------|-----|----------|
| GOVERNMENT INSTITUTIONS      | Teaching     | <5                    | 26  | 26       |
|                              |              | 5-10                  | 25  | 25       |
|                              |              | 10-15                 | 24  | 24       |
|                              |              | >15                   | 25  | 25       |
|                              | Non-Teaching | <5                    | 21  | 21       |
|                              |              | 5-10                  | 26  | 26       |
|                              |              | 10-15                 | 21  | 21       |
|                              |              | >15                   | 32  | 32       |
| SELF – FINANCED INSTITUTIONS | Teaching     | <5                    | 41  | 41       |
|                              |              | 5-10                  | 30  | 30       |
|                              |              | 10-15                 | 21  | 21       |
|                              |              | >15                   | 08  | 08       |
|                              | Non-Teaching | <5                    | 30  | 30       |
|                              |              | 5-10                  | 30  | 30       |
|                              |              | 10-15                 | 27  | 27       |
|                              |              | >15                   | 13  | 13       |
| Total                        |              |                       | 400 | 400      |

The above table (Table 3) displays the distribution of employees' frequency and proportion according to their years of expertise. The results show that 41% of the self-financed institutions teaching staff members have less than 5 years of experience. Only 08% of the teaching personnel at the self-financed institutions have over fifteen years of experience. 32% of non-teaching staff members at government institutions have over fifteen years of experience. However, just 13% of non-teaching personnel members at self-financed institutions have over fifteen years of experience.

**Table: 4**

Displaying the t-test results and mean score variations in HRM procedures between the government and self-financed institutions

|                           | Institutions  | M     | SD    | N   | t-value | p-value |
|---------------------------|---------------|-------|-------|-----|---------|---------|
| HRM practices             | GOVT.         | 48.05 | 8.33  | 200 | 4.63    | 0.00    |
|                           | SELF-FINANCED | 51.99 | 10.60 | 200 |         |         |
| Recruitment and Selection | GOVT.         | 15.68 | 3.95  | 200 | 4.97    | 0.00    |
|                           | SELF-FINANCED | 16.93 | 3.76  | 200 |         |         |
| Training and Development  | GOVT.         | 15.57 | 4.07  | 200 | 4.19    | 0.00    |
|                           | SELF-FINANCED | 17.53 | 4.32  | 200 |         |         |

|                              |               |       |      |     |      |      |
|------------------------------|---------------|-------|------|-----|------|------|
| <b>Performance Appraisal</b> | GOVT.         | 15.69 | 4.22 | 200 | 1.14 | 0.25 |
|                              | SELF-FINANCED | 17.23 | 4.55 | 200 |      |      |

Table 4 demonstrates how HRM practices at government and self-financed institutions differ in terms of mean scores.

The t-test result showed that some selected government and self-financed institutions differ significantly in their HRM practices ( $M=48.05$ ,  $SD=8.33$ ;  $M=51.99$ ,  $SD=10.60$ ),  $t(398)=4.63$ ,  $p<0.05$ . Additionally, the process of training and development ( $t(398)=4.19$ ,  $p<0.05$ ) and recruiting and the process of selection ( $t(398)=4.97$ ,  $p<0.05$ ) differ significantly between the government and self-financed institutions. The findings thus support hypothesis H1, which states that government and self-financed higher education institutions will differ significantly in their HRM practices. Government and self-financed institutions' performance appraisal did not differ significantly ( $t(398)=1.14$ ,  $p>0.05$ ).

**Table: 5**

Demonstrating how HRM practices impact Government Institutions both non-teaching and teaching employees' job performance

| Organization | Employees    | Measure | (1) | (2)    | (3)    | (4)    | (5)    |
|--------------|--------------|---------|-----|--------|--------|--------|--------|
| GOVERNMENT   | TEACHING     | (1)     | 1   | .749** | .820** | .645** | .403** |
|              |              | (2)     |     | 1      | .427** | .169   | .099   |
|              |              | (3)     |     |        | 1      | .359** | .368** |
|              |              | (4)     |     |        |        | 1      | .469** |
|              |              | (5)     |     |        |        |        | 1      |
|              | NON-TEACHING | (1)     | 1   | .663** | .865** | .669** | .608** |
|              |              | (2)     |     | 1      | .346** | .078   | .444** |
|              |              | (3)     |     |        | 1      | .488** | .555** |
|              |              | (4)     |     |        |        | 1      | .308** |
|              |              | (5)     |     |        |        |        | 1      |

\*\*. At the 0.01 level (2-tailed), correlation is significant.

1. HRM practices, 2. Recruitment and selection, 3. Training and development, 4. Performance appraisal and 5. Job performances

The correlational analysis results (Table 5) show that overall job performance is significantly impacted by HRM practices at some government institutions teaching and non-teaching employees. HRM practices and job performance are positively correlated among teaching staff ( $r=0.40$ ,  $n=100$ ,  $p<0.05$ ) and non-teaching staff ( $r=0.61$ ,  $n=100$ ,  $p<0.05$ ).

This suggests that both teaching and non-teaching employees' job performance will rise as HRM practices improve. Therefore, the findings confirm hypothesis H2, which asserts HRM practices, will have a significant effect on job performance among Government Institutions teaching and non-teaching staff.

Additionally, the findings demonstrated that the government institutions' teaching employee's job performance was unaffected by the process of recruitment and selection ( $r = 0.09$ ,  $n = 100$ ,  $p>0.05$ ).

**Table: 6**

Demonstrating how HRM practices impact Self-financed Institutions both non-teaching and teaching employees' job performance

| Organization  | Employees | Measure | (1) | (2)    | (3)    | (4)    | (5)    |
|---------------|-----------|---------|-----|--------|--------|--------|--------|
| SELF-FINANCED | TEACHING  | (1)     | 1   | .756** | .854** | .891** | .758** |
|               |           | (2)     |     | 1      | .463** | .517** | .556** |

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|  |              |     |   |        |        |        |        |
|--|--------------|-----|---|--------|--------|--------|--------|
|  |              | (3) |   |        | 1      | .659** | .596** |
|  |              | (4) |   |        |        | 1      | .739** |
|  |              | (5) |   |        |        |        | 1      |
|  | NON-TEACHING | (1) | 1 | .789** | .825** | .776** | .337** |
|  |              | (2) |   | 1      | .511** | .378** | .383** |
|  |              | (3) |   |        | 1      | .463** | .163   |
|  |              | (4) |   |        |        | 1      | .258** |
|  |              | (5) |   |        |        |        | 1      |

\*\*At the 0.01 level (2-tailed), correlation is significant.

1. HRM practices, 2. Recruitment and selection, 3. Training and development, 4. Performance appraisal and 5. Job performances

The correlational analysis results (Table 6) show that overall job performance is significantly impacted by HRM practices for both teaching and non-teaching employees at some self-financed institutions. Teaching HRM practices and worker job performance are strongly positively correlated ( $r=0.76$ ,  $n=100$ ,  $p<0.05$ ). Among non-teaching staff, there was not much but substantial positive correlation ( $r=0.34$ ,  $n=100$ ,  $p<0.05$ ) between HRM procedures and work performance. This suggests that both teaching and non-teaching employees' job performance will rise as HRM practices improve. Therefore, the findings confirm hypothesis H3, which asserts that HRM practices would have a major effect on teaching and non-teaching employees' job performance at self-financed institutions. Additionally, the outcomes demonstrated that the training and development process had no impact on non-teaching work performance of employees at the self-financed institutions ( $r=0.09$ ,  $n=100$ ,  $p>0.05$ ).

#### FINDINGS AND DISCUSSIONS

This study's primary goal was to evaluate how HRM practices impact government and self-financed higher education institutions' employees' job performance.

In particular, we investigated three alternative hypothesis:

- (a) whether Government and self-financed higher education institutions would differ significantly in their HRM practices;
- (b) whether HRM practices would significantly impact the job performance of teaching and non-teaching employees at government institutions; and
- (c) whether HRM practices would significantly impact the job performance of both teaching and non-teaching staff at self-financed institutions.

However, it's been anticipated that HRM practices have a strong correlation with job performance by Noor, Razali and Mutalib (2022). Effective HRM practices raise employee job performance, which improves organizational job performance, according to a number of scholars and experts throughout the years by Kakri (2024). According to Mahel (2026), there is a favorable correlation between HRM and Dutch public sector employees' job performance, although demographic traits such as age, gender, and level of education had a very little impact. Therefore, it is widely acknowledged that when a company implements better HRM procedures, employee job performance would rise and so on.

The results of the T-test showed that Table 4 supported hypothesis H1, which states that government and self-financed institutions of higher learning will differ significantly in their HRM practices. Government and self-financed institutions have very different HRM practices, according to a comparison of HR procedures in government and self-financed institutions.

According to the management of the government and self-financed institutions, Innocent-Nwosu, Daniel and Gambo (2024), who concentrated on private institutions, and Ngema et al. (2025) and Dada et al. (2025), who looked at HRM procedures in public universities, found a substantial variation in HRM procedures between the government and self-financed institutions. The primary reason for this could be that the self-financed institution's academic resources and facilities are entirely different from those of the central institution, which has a larger infrastructure and different HRM practices. Additionally, it was found that there is a distinction in training procedures since government institutions receive funding from the Commission for University Grants for improved training programs.

However, one aspect of HRM practices—performance appraisal—was not found to differ between the government and self-financed institutions because it is nearly similar. This study shows that HRM practices have a favorable and substantial effect on job performance, which is in contrast to many other research in

the literature. As stated by the correlation analysis, a significant and positive association between HRM practices and job performance is shown by the greatest positive correlation value.

The correlation coefficient data, which are displayed in Tables 5, 6, indicate that every relationship between the variables is positive and extremely significant. The correlation's values demonstrate that it is possible to accept the hypothesis (H2, H3) which confirm that HRM practices have a positive relationship with employees' job performance at both government and self-financed institutions in the Indian state of Uttar Pradesh. The results of the correlation analysis showed that Table 5 supports hypothesis H2, which states that HRM practices would have an effect on job performance among government institutions teaching and nonteaching employees.

Job performance is closely linked to performance appraisal and training and development. In other words, if management prioritizes the personal growth of employees and helps them realize that these training programs can help them in their future careers, this will lead to employee job performance and, eventually, the growth of the institutions. Similar results were reported by Keltu (2024), who discovered that academic employee' job performance at higher education institutions was significantly impacted by training and development practices. Recruitment and selection, on the other hand, have a positive correlation with job performance but are comparatively less related; their value is 0.97, and their p-value is 0.00, which is below 0.01.

It indicates to management that employees' job performance is reasonably high if they focus more about the other variables and less on this one. Consequently, the study's 2nd hypothesis is accepted, and there is substantial correlation between HRM practices and employee job performance.

Table 6 provides evidence in favor of hypothesis H3, which states that HRM practices have an effect on job performance among self-financed institutions teaching and non-teaching employees. There is a significant positive correlation between job performance and recruitment, selection, and performance appraisal. This supports the idea that an employee's roles and responsibilities are more clearly defined in an organization with better and more thorough manpower planning. An employee is content with his clearly defined function since he always knows what is anticipated of him.

Education is not the sole factor that determines employee job performance, particularly among administrators in an organization, as evidenced by the small but significant positive link between training and development and non-teaching employees' job performance.

Mahel (2026) observed that HRM practices were more significantly connected with job performance and organizational commitment than direct retention results, whereas Keltu (2024) found that HRM methods primarily influenced employee job performance through job promotion. According to these researches, employee dedication, engagement, and satisfaction may operate as mediators between training and development and retention. The third hypothesis, which indicates that HRM procedures have a major influence on job performance in self-financed institutions, is thus also accepted.

#### **LIMITATIONS OF THE STUDY**

This research study had some issues and constraints, just like any other.

- The administration of the educational institution under investigation is reluctant to provide employees information.
- Because numerous visits were required, the data collection process took a long time. Numerous blank surveys were sent back even after repeated reminders.
- The possibility of biased responses due to employees' busy schedules.
- The respondents' resentment and absence of confidence in answering a questionnaire for a survey were also evident in their vindictive behavior, which contributed to the perception that this research was unimportant.
- The inability to collect a sufficient number of workers at once led to the decision to use an individual questionnaire. This caused the entire data collection procedure to be further delayed.
- Employees didn't want to participate in the poll since they thought it didn't matter to them.
- Time constraints made it nearly impossible to carry out a comprehensive study involving more educational institutions.

#### **FUTURE APPROACH**

Because of time limits, just some educational institutions were the subject of this study; other institutions or organizations are unable to be taken into consideration. Future researchers might carry out the study in different Indian provinces. However, this survey does not take into account apprentices, who play a significant role in higher education institutions.

#### **SUGGESTIONS**

The following recommendations have been made in an effort to raise job performance, improve performance, and accomplish organizational goals:

- Effective HRM practices ought to be included into higher education establishments. The development of human resources in higher education is greatly aided by investigating unique ideas, theories, models, and innovations.
- Each organization has a collection of values and norms. Employees must be incorporated into the organization's structure after being appointed through structured training and socialization.
- Every organization must adhere to a methodical, recurring procedure for evaluating an employee's job performance.

An environment of trust must be established, and the employees' career development attributes must be evaluated. Employees' dedication and productivity would undoubtedly increase with stronger and more efficient performance appraisal methods, which would also improve the institution's performance. Any HRM practice's efficacy depends on how well it is implemented. Employee reluctance to accept suggestions and disagreements must be eliminated, and constructive criticism that offers workable answers must be promoted so as to resolve issues. Effective human resource management solutions would undoubtedly improve employees' productivity, job performance, and excitement.

## CONCLUSION

This study's main objective aimed to ascertain the impact HRM practices on employees' job performance at some selected government and self-financed institutions of Uttar Pradesh. Based on the findings, it was discovered that while the job performance of non-teaching staff at self-financed institutions is not highly correlated with the training and development process, the majority of teaching employees' job performance at government institutions is not significantly correlated with the recruitment and selection process. The survey also found that HRM practices at organizations in the government and self-financed sectors differ significantly. The study found a strong favorable relationship between HRM procedures and academic and non-academic employees' job performance in both government and self-financed educational institutions. It was determined that there is a substantial relationship between independent and dependent variables. To put it another way, specific HRM practices—such as hiring, choosing, training, and development, and performance appraisals—have a big influence on employees' job performance.

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